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**UNIVERSITY FOR DEVELOPMENT STUDIES, GHANA**

**EXAMINING THE EFFECTS OF INDUCTION TRAINING PROGRAMME  
ON NEWLY RECRUITED TEACHERS IN THE KPANDAI DISTRICT**

UNIVERSITY FOR DEVELOPMENT STUDIES

**ADAM SULEMANA**



**2018**

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**EXAMINING THE EFFECTS OF INDUCTION TRAINING PROGRAMS ON  
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**BY**

**ADAM SULEMANA**

**M.ED TRAINING AND DEVELOPMENT**

**UDS/ MTD/0106/16**

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**DECLARATION**

**Candidate's Declaration**

I declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Name: ADAM SULEMANA

Candidate's ID: UDS/ MTD/0106/16

Signature: ..... Date: .....

**Supervisor's Declaration**

I declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University for Development Studies

Supervisor's Name: REV. FR. DR. THOMAS ASANTE

Signature: ..... Date: .....



## **DEDICATION**

I dedicate this work to God the Father, Son and the Holy Spirit, my wife and children and the district director of education Kpandai. I also dedicate this to all Ghana Education Service staff in Kpandai and Northern Regions, Ghana



## ACKNOWLEDGEMENT

Various people and institutions contributed immensely to the successful completion of this project work and are highly acknowledged for their invaluable contribution. First, my gratitude goes to my supervisor Reverend Dr. Asante who provided academic guidance as supervisor throughout this study. My appreciation goes to the district director, frontline directors, head teachers and newly recruited teachers, in the Kpandai district who willingly expressed their views that constituted part of the field data for this project work. I also express my heartfelt gratitude to my lovely wife Adam Christy Afisha whose support, love and prayers made it possible for me to come this far. Also deserving are my lovely children; Emmanuella, Elkanah and Erica.

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## ABSTRACT

The study assessed the “effects of induction training programme on newly recruited teachers in the Kpandai district northern region of Ghana”. Literature was reviewed. Areas that were taken into account includes Concept of induction training programme, Goals and Objectives of Induction Training Programme , Concept of newly recruited teacher induction training programme , Effects of induction training programme on newly recruited teachers and recommendations were made in regards to the findings for policy formulation. The study employed both qualitative and quantitative research approaches the study also adopted descriptive survey designs using questionnaires, interviews and observation. The sample size consists of 50 newly recruited teachers from the sampled 25 basic schools who have serve not more than three years,5 headmasters from the sampled schools, 1 DDE and 5 frontline deputy director of the directorate. The data obtained from the questionnaires were analyzed quantitatively using appropriate statistical tool (SPSS) whilst the data from the focused group and interviews were subjected to narrations and descriptions. From the analysis, the study revealed that, induction is very important in the professional life of every newly recruited teacher; it makes the teacher better on the job. The study also recommended that every school should organize an induction training at least once a term. Also the government through the GES should include this into the academic calendar and also bring experts to come and take the newly recruited teachers through the induction program.



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## LIST OF ACRONYMS

1. UNESCO-United Nations Educational, Scientific And Cultural Organisation
2. GES- Ghana Education Service
3. MOE-Ministry Of Education
4. BECE-Basic Education Certificate Examination
5. PTTDM-Pre-Tertiary Teachers Professional Development And Management
6. NTC-National Training Council
7. DIC-District Inset Committee
8. INSET- In-service Training



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of study

Education is a necessary element in the development of every nation. It is an important tool for the optimal development of a nation's human or manpower resources, which contributes largely to a nation's total economic growth. This makes way for planning education. Educational planning, for this reason, is a vital part of the total economic and social planning, that a nation undertakes periodically in order to improve the well-being and living conditions of its people. (UNESCO, 2015)

A newly recruited teacher is a teacher in his/her probationary year. In Ghana, this is the first year after pre-service education. The need to provide support for the new teacher has become more necessary than before because, there has been great reduction in the ages at which most new recruited teachers enter the service. Since students now enter the Colleges of Education with Senior high School qualifications, we now have situations whereby many very young entrants enter the Colleges of education at ages 18 or 19 years. This means they begin their teaching careers as early as the age of 21, very inexperienced in life, and therefore require a great deal of support. Even though teachers' conditions of service in Ghana states explicitly that all employees of the service shall serve a probationary period of one year on first appointment and that all probationers shall be given every possible assistance by their immediate heads to enable them establish themselves in the service, very little is done to support the probationary or new recruited teacher in Kpandai District. There are many of the probationary teachers and this require



that measures will be taken to support and keep these teachers to task, less or nothing is actually done to support such teachers in the Kpandai district. The Kpandai district needs lot of motivation for the newly trained teachers if not they all turn to have greener pastures elsewhere. Induction training is the process that focused on the way an employee learn the culture, values, roles, skills, expectation and other information necessary to effectively execute his/her position within an organization (Van Maanen & Schein, 1979). According to Dwivedi (2007), induction is a process of guiding and counseling of employees to become familiarized with the job situation, it seeks to accomplish many objectives such as development of belongingness and facilitation of learning and team work on the part of employees. Induction support or appears to increase teachers satisfaction, retention, and effectiveness, reduce work load, positive school climate, effective orientation and positive interaction, and support from principals (Bickmore and Bickmore, 2010). Research further proved that collaborative school culture, structures and practical that promote collaboration among teachers and particularly newly recruited teachers (Bickmore, Bickmore, and Hart, 2005).

Phyllis (2005) states that good induction program will help a new person (employee) feel welcome and accepted as a part of the team. New staff members are being helped through personnel induction to fit into a new working environment without disruption so that the goals of the organization can be achieved effectively. Phyllis maintains that orientation means more than just making the new teacher feels at home in a strange or unfamiliar environment.



The induction training programme must be designed in such a manner that it enables the teacher to achieve job satisfaction and also make use of his/her abilities to achieve the goals of the school. The Induction training programme for this study aims at examining the effects of comprehensive induction programme for newly recruited teachers and not only orientation that last for only few minutes or an hour.

### **1.2 Perceived Problem**

The problem of newly recruited teachers in their first years of teaching are numerous. These problems most often are classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students. As a result of these challenges a newly recruited teacher needs to be equipped with the relevant knowledge, attitudes and skills on how to handle such problems during the first year of teaching and this is normally through induction training. However, since the establishment of Kpandai District Education directorate over the past nine (9) years, several new teachers have been recruited and posted to schools to teach without any formal of induction training programme for those teachers.

### **1.3 Diagnosis**

From observation and also going through the offices documents, files and folders, there is no sign of any form of induction training for newly recruited teachers. This was to determine whether or not there were any documents or files they may capture any form of training for newly recruited teachers. However, newly recruited teachers are being



challenged with several problems ranging from classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students among others. Teachers are to help students overcome all the learning challenges. And other social related issues. Teachers are to be equipped with all the necessary tools and the knowledge to be able to manage the student in the right direction.

The causes of this lack of induction training for new recruited teachers in the district can be traced from the district to the national level, lack of commitment on the part of the employer (government) who does not take any necessary steps to provide some sort of orientation or any induction training for the newly recruited teachers and also limited knowledge about the impact of induction training to newly recruited teachers. This lack of induction training for the newly recruited teachers can also be attributed to some extent the causes of the poor performance of pupils and the teacher attrition in the district.

#### **1.4 Statement of Problem**

The need to provide support for the new recruited teacher has become more necessary than before because there has been a drastic reduction in the ages at which most new teachers enter the service, students can now enter colleges of education with Senior High School certificates, we now have a situation where many young entrants enter the colleges at ages of 18 and 19 years. This means they begin their teaching careers as early as the age of 21, very inexperienced in life, and therefore require a great deal of support



A policy framework of Ministry of Education on Pre-Tertiary Teacher Professional Development and Management (PTTDM) Programme categorically states that, Induction and initial INSET programme shall be organise within the first year for beginning teachers, there shall be a schedule of prescribe induction course by the National Teaching Council (NTC) to be organized by the District INSET Committee (DIC) and others at the school level by heads of school and staff members. It emphasized that, the induction training programme shall include the following, professional code of practice, classroom management, school-community relation, professional standards of teaching, assessment relation and practice and developing teaching and learning material. It also emphasized that a newly recruited teacher shall be eligible for a license, upon completion of the induction and required initial INSET Programme. (MoE 2012, p25).

In Kpandai District, teachers are recruited and posted to all the Basic Schools annually, all these newly recruited teachers are posted to schools to teach with no attempt or little is being done by the District Education Directorate and school heads in adherence to the induction training programme for newly recruited teachers. In some instances, only a few minutes are used to organise an orientation, which will not be able to cover all the necessary aspects of their professional development, as required by the policy framework of Ministry of Education (MoE) and Ghana Education Service (GES). Another area of concern by the district directorate is how the district has been performing in the basic school certificate examination, for example in the past five years, with the exception of 2010, where the district score 60% in the overall results in the BECE, the subsequent year the performance has drop from 60% to 35% in 2011 and further dropped 26% in 2015.





Aside this BECE performance, majority of the pupils in most of the schools cannot read and write. (MOE, Annul District Performance Review Report, 2015).

Induction is a process of guiding and counselling of employees to become familiarized with the job situation, it seeks to accomplish many objectives such as development of belongingness and facilitation of learning and team work on the part of employees (Dwivedi, 2007).

Veenman, (1984) identified the following as the problems perceived most for newly recruited teachers: classroom discipline; motivating students; dealing with individual differences; assessing students' work; relationship with parents; organization of class work; insufficient and/or inadequate teaching materials and supplies; and dealing with problems of individual children.

This and other reasons prompt for this study, to examine the effects of induction training programme on newly recruited teachers in Kpandai district. The outcome of this research will also inform stakeholders how the effects of such programs affect the academic performance of the students in the school.

### **1.5 Purpose of the study**

The purpose of this study is to examine the effects of induction training programme on newly recruited teachers at the Basic school level.

Induction training programs for newly recruited teachers have been identified as important means of promoting intertwined goals of teacher quality, teacher retention and



student learning outcomes. One way of ensuring teacher performance and student learning out comes, is to reduce the proportion of teachers who leave the profession is through comprehensive induction training program which has proven to be an antidote to the phenomena(Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. 2016)

This study also examines how the Ministry Of Education policies are implemented at the district level. It will serve as a vehicle of driving home the need for support in the implementation of comprehensive induction training programme by all stakeholders in education, particularly at the Basic school level. The study will further enable newly recruited teachers particular and teachers in general to appreciate and support the need for comprehensive induction training programme for newly recruited teachers in their effort of transitioning from student-teacher to a full-fledge professional teacher and teacher professional development requirement.

### **1.6 Research Objectives**

The main objective of the study is, to examine the effects of induction training programme on newly recruited teachers in Kpandai District.

#### **Specific objectives;**

1. To determine how induction training program is organized.
2. To find out the main issues that are handled during the induction programme.
3. To examine the effects of induction programme of new recruited teachers.



### **1.7 Research Questions**

The main research question is, what are the effects of induction training programme on newly recruited teachers?

This study seeks to find answers to the following specific questions;

1. How is induction training program is organized
2. What issues were handled during the induction programme?
3. What are the effects of the induction programme on newly recruited teachers?

### **1.8 Significance of the Studies**

The study is relevant in various ways to a varied range of users including the government (MoE), Ghana education service (GES), Education management units, heads of schools students, and researchers. The government through the ministry of education (MoE) and Ghana education service (GES) and other non-governmental Organisations, will use the findings of this study to enable help them appreciate the level of the implementation of the policy on induction training for newly recruited teachers in the Kpandai district and the rest of other districts and prescribe sustainable solutions to enforce the policy implementation in all districts.

The findings of the research will also provide relevant information to school heads and heads of education management units on how to plan and implement comprehensive



induction training program for all newly recruited teacher. The findings of this study will also help newly recruited teachers appreciate the need for comprehensive induction training program for their professional development. The study also adds to existing literature on comprehensive induction training programme for newly recruited teachers, and its implementation. Finally, the study will also serve as a reference point for future studies and a starting point for future research.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents a review of literature related to the topic of the study. The chapter discusses the conceptual analysis of induction training programme for newly recruited teachers, aspect of the problem under investigation that affects induction training programme on newly recruited teachers and the training model that may be employed to facilitate the training of the teachers.

#### 2.1 Concept of induction training programme

The first few days in a new job are of vital importance for both the employees and the employer. The employee must immediately feel part of the organization, associate him or her with the goals and strategic aims of the Institution. Induction can make important contribution in this regard. The success will determine the success of an entire generation of students. The success can also be ensured by providing them with a comprehensive, coherent professional development programme. Induction is a process designed to acquaint newly employed individuals within a school community, the school district and with their colleagues. The training programme designed should have objectives that reflect the needs of the employee and the philosophy and objectives of the institution (Rebore, 1982). It is a means to getting adapted to a new situation, position or environment.



Induction is a term commonly used by organizations to mean a programme of events where new recruits are introduced to their colleagues and working environment. Nel, P.S., Werner, A. Haasbroek, G.D., Poisat, P. Sono, T. and Schultz, H.B. (2004) state that the last step in the staffing process is induction, which is also known as employee socialization. It is equally important to ensure that the right people are placed in the right position, so that top performers can optimize their learning and growth. Induction is very important in supplying new employees with the basic information and skills they require to successfully perform their new jobs.

Grobler, Warnich, Carrelli, Elbert and Hartfield (2002:210) state that induction training programme will reduce the adjustment problems for newly recruited employees by creating a sense of security, confidence and belonging. Grobler, et al. (2002:210) further state the following are the objectives of induction training programme, specifically: to make new employees more rapidly productive, to reduce fear and insecurity, reduction of labor turnover, Helping to create realistic employee expectations, Create job satisfaction and positive attitude towards the employer, Saving time of supervisors and colleagues and Better understanding of the organization vision, mission and strategic aims.

Kpandai district education directorate and schools are mandated to organised and manage induction training programme to assist newly recruited teachers to adjust to their jobs. Induction process is also directly related to how quickly a new employee settles into a new position and whether a company successfully retains his or her services. From a Human Resources point of view, managers often forget that this process is the first opportunity the new employee has to add value to the organization.



Induction is a very important part of the employment process and one that can easily get overlooked in a small, busy organization where everyone is working at full capacity. Induction has become a key concern in the area of improving work processes, employee morale and satisfaction.

According to Peloyahae (2005:1) starting a new job is considered to be one of the most stressful life experiences and a proper induction process that is sensitive to the fears and uncertainties, as well as the needs of an employee, is therefore of the utmost importance. An induction training programme helps newly recruited teachers to integrate into the organization work processes with minimum difficulty, by acquainting them with the details and requirements of teaching and learning activities (Grobler, Warnich, Carrell, Elbert and Hartfield, 2002:206). Induction is a process, perhaps better described by Ingersoll and Smith (2004) as support, guidance and orientation programmes for newly recruited teachers during the transition into their first teaching jobs.

### **2.1.1 Definition of induction training programme**

Induction is defined by Byars and Rue (2000:206) as the introduction of new employees to the organization, their work units and their jobs. Employees receive induction from co-workers both planned and unplanned from the organization in which new employee learn how to function efficiently within a new organizational culture by obtaining the information, values and behavioral skills associated with his or her new role in the organization.



With Orientation, unlike realistic job previews, which affect primarily the anticipatory stage of socialization, employee orientation programmes focus on the encounter stage of socialization, which is the period during which the new comer finds out what the job and life in the organization really. Nel, P.S., Werner, A. Haasbroek, G.D., Poisat, P. Sono, T. and Schultz, H.B. (2004) define orientation as a process of informing new employees about what is expected of them in the job and helping them to cope with the stresses of transition. According to McGillicuddy (1999) said “one of the first and most lasting impression new employees have of their employers is how they are greeted and treated on their first day work”

Mentoring; Coetzee, Botha, Kiley and Truman (2007:64) define mentoring as a relationship where a senior, experienced individual provides support, advice and friendship to a younger, less experienced member of staff. It can be both formal and informal and can take different forms.

An increasing number of schools support newly recruited teachers with an induction training programme: a more or less formalized training programme that is aimed at supporting newly recruited teachers in their first years of teaching after their pre-service education (Beijaard, Buitink, & Kessels, 2010).

Induction is a process of guiding and counseling the employee to familiarize him/her with job situations Dwivedi, (2007 P100). An induction training programme is the process used within many businesses to welcome new employees and prepare them for their new role. Wong and Wong (1998) and Scherer (2005) state that there are many reasons that this occurs, they have identified several reasons which is lack of support, dissatisfaction





with teaching assignments, inadequate classroom management, mentoring support, working conditions.

The induction training programmes are designed in such a manner that, newly recruited teachers can achieve job satisfaction and also make use of his or her abilities to realize the goals of the service. Induction training programme aims at the speedy integration and have optimal utilization of every new recruited teacher. Studies have continually shown how important the teacher is to the success of students. Boyer, (1995) reminded us that a shared vision is important in any community of learners. Teachers and administrators are the keepers of that shared vision, along with their ability inspire and evaluate progress of students. Successful school depends on teachers and administrators to establish and maintain that kind of climate.

According to Van Maanen and Schein, (1979) induction training programme is the process that focus on the way an employee learn the culture, values, roles, skills, expectation and other information necessary to effectively execute his or her position within an organization.

Literature offered a range of definitions of induction training programme, among all the definitions of induction, the key ideas include support, guidance and orientation for newly recruited teachers.

A critical examination of empirical studies conducted on induction since the mid-1980s recognize the definition of induction of newly recruited teachers as support guidance and orientation of new teachers. For example the Center for Strengthening the Teaching



Profession 2014 in the United States identified multiple elements of induction training process as hiring, orientation (integration of newly recruited teachers into the systems mentoring, professional learning, and formative assessment and the impact of induction programmes (evaluation). It was noted that a single induction model is not adequate to meet the diverse needs of educators and systems.

In Ghana, the ministry of Education and Ghana Education Service have recommended induction training programme for newly recruited teachers. With the new policy framework of pre-tertiary teacher professional development and management (PTTPDM) programme newly recruited teacher required to undergo a comprehensive induction training programme. In the policy framework it is categorically stated that, newly recruited teachers shall undergo induction training, the national teaching council (NTC) shall be responsible for its implementation at the national level while district INSET committee (DIC) shall be responsible for the implementation at the district and school levels (MoE, 2012). In the document, it also indicates the need for induction training programme for newly recruited teachers before they can be licensed. It is a clear indication that, the effects of induction training programme for the newly recruited teacher is enormous.

### **2.1.2 Components of Good Induction Training Programme**

Steyn (2004:83) states that induction can be defined as the school's effort to enable and assist new staff members to adjust effectively to their new work environment with minimum disruption and as quickly as possible, so that the school's functioning can



proceed as effectively as possible. According to Steyn (2004:83) staff induction programmes usually include these aspects as highlighted by the following authors:

Matters relating to the school: This aspect includes the school culture, vision, mission, values, school policy, financial and physical resources and the curricular and administrative services offered by the school (Heyns, 2000:162).

Staff related matters: Newly recruited teachers require an understanding of the school's organizational structure, work allocation, job requirements for staff and sound interpersonal relationships (Heyns, 2000:162; Whitaker, 2001:2).

Teaching and the school's curriculum: Classroom management, academic area policies, teaching paradigms as well as effective tuition skills and techniques require attention (Freiberg, 2002:57; Heyns, 2000:162; Whitaker 2001:2; Wong, 2002:52).

Learner-related matters: Newly recruited teachers often experience difficulties with individual differences in the classroom (Heyns, 2000:162; Whitaker, 2001:2). Classroom discipline, communication with learners and dealing with learners with behavioral problems often create critical challenges to newly appointed (Heyns, 2000:162; Whitaker, 2000:31).

Teacher-parent relationships: Difficulties in working and communicating with parents are common among newly recruited teachers (Heyns, 2000:162).



Physical and financial resources: Newly recruited teachers should be acquainted with the school buildings and fixed assets such as teaching materials and equipment (Heyns, 2000:162).

Administration: The administrative workload, such as attendance registers, assessment forms and classroom stocktaking, often causes frustration and stress among newly recruited teachers (Heyns, 2000:162).

### **2.1.3 Goals and Objectives of Induction Training Programme**

According to Kleynhans, Markham, Meyer, van Answegan, Pilbeam (2006:106) and Sullivan (2001:252) the following goals of an induction training programme are necessary: to Help people to be less absent from work, Help new employees fit in easier and quickly at work, Make policies and procedures more clearly to employees, Help the employee understand the big picture, Develop plans and goals for the new employee, and Celebrate the new employee's arrival. According to Johnson, S.M., Bikeland, D., Kauffman, D., Johnson, S.M., Kardos, S.M., Liu, E. and Peske, H.G.(2001:1-5) the success of school-based induction training programmes is determined by how well teacher work together, as well as the role of the principal establishing norms and facilitation interaction among teachers at various experience levels. Steyn (2004:84) on the other hand, summaries the following objectives of staff induction training programme.

These objectives particularly pertain to teacher induction:



*Orientation:* Integrating newly recruited teachers into the profession. Psychological support:

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

Swanepoel, Erasmus, Van Wyk and Schenk (2003:251) further explain that the objectives of induction also include the following:

- ❖ To make the new employee rapidly productive: an effective induction programme can contribute towards enabling the new employee to reach production standards more rapidly and to reduce the cost of employment.
- ❖ Assist the new employee to contribute to organizational success more quickly. New employee may not know the organizational objectives and the annual targets. An induction training programme will help the employee to get to know about the things mentioned above; this will also help to change the private agendas of some employees to organizational agendas.



- ❖ To reduce fear and insecurity: when new employees join the organization, they experience fear of whether they will succeed in the job, as a result of insecurity about the requirements of the new job.
- ❖ To reduce labor turnover: if new employees feel negative that they will not be able to contribute to the organization, this will make them to leave the organization.
- ❖ Create the feeling of belongings and loyalty with the new employee, usually new employee of the organization has little fear about his/her strengths at the beginning because of the difference of the work culture. The shyness of new employee could change by a good induction programme. Then the employee may feel that place like home and will adapt to the organization in a short period.
- ❖ Familiarize the new employee with the job and the job environment. If the new employee takes much more time to understand and adapt to organizational culture and environment, the organization will not have effective outcome from the new need to support new employee form some kind of contributions. Induction training programmes and proper training and development programmes could consider as that kind of contributions. Loyal employee will give the maximum contribution of his or her achievements of the organization.



#### **2.1.4 Purpose and Importance of Induction Training Programme**

According to Bush and Middlewood (2005:142) the main purpose of an induction training programme is for socialization. In addition, enabling the new person to become a contributing member of the organization and cultivating within the newly recruited teacher an appreciation of the core values and beliefs of the institution. Darling-Hammond (2003:11) believes that the value and importance of induction training programmes should not be underestimated, as they aim at raising retention rates of newly recruited teachers by improving attitudes, feelings of efficacy and instructional skills. Swanepoel, *et al.* (2003:259) state that the aspect of induction training programmes involves introducing the employee to the organization itself. According to Swanepoel, *et al.* (2003:259) the following aspects entails providing the employee with information: A brief overview of the company: Its history, market, industry, products, organization structure and the top management team.

An overview of policy and procedures: How to communicate, how to get the product or service to the consumer, management philosophy. Compensation: Salaries and salary scales, overtime pay, bonuses, leave pay, how payment takes place. Fringe benefits: Insurance, medical benefits, unemployment insurance, leave, retirement benefits, recreation facilities. Safety: Health and emergency clinics, safety measures for the prevention of accidents, reporting of accidents, use of alcohol and drugs during working hours, use of safety equipment. Labour Relations: Employee rights and responsibilities, employee organizations, employee conditions, grievances procedures, discipline, communication channels, termination of services. Facilities: cafeteria services, parking,



rest rooms. Economic factors: the cost of theft, absenteeism, accidents, starting hours, profit margins.

Cornelius (2001:355) further states that the importance of induction training programme is to help new employees to adjust to their new jobs and organizational environment. It also serves to assist them to integrate into their new teams and prevent a high rate of early leavers. He further states that research shows that many new employees face induction training crisis during their first six weeks of joining a new organization and those turnover rates of new starters are very high during these weeks. Causes of early leaving can arise from the gap between the official and unofficial expectations of the employer and expectations of the employee. Other major reasons given for leaving include false expectations during recruitment, not fitting into the organization, poor relations with managers and lack of fitting into the work group (Cornelius, 2001:132). Meyer (2000) states that when employees leave the organization, it results in the company having to re-advertise, re-recruit, re-orientate and re-train workers. This is costly and it is therefore important that companies have a good induction training programme and be able to retain employees with talent. The delay in re-appointing a replacement impacts substantially on customer service, productivity and in the end financial results. Traditionally, induction training programmes have been regarded as a nice to have procedure carried out by the personnel manager to introduce new employees to the organization (Grobler, *et al.*, 2002).

### **2.1.5 Benefits of Induction Training Programme**

Kleynhans, *et al.* (2006:106); Casio and Aguinis (2005:254), Dessler, (2005:139) agree that the following are the main benefits of a successful induction training programme:





Reduces reality shock and cognitive dissonance. Dissonance occurs when there is psychological gap between what newcomers expect and what they actually find. Increases job satisfaction and lowest turnover and absenteeism. When employees meet their personal objectives, satisfaction tends to improve, which lowers turnover and absenteeism costs.

Alleviates employment anxieties; Proper induction results in less having by peers and criticism from supervisors, as well-integrated newcomers need less attention from co-workers and supervisor and perform better. Creates positive work values and reduces start-up. Fostering a sense of belonging in the organization allows the new employee to become productive much more quickly. Improved relationship are the results of new employees settling-in to the new environment as quickly as possible, without becoming too much of a burden to their managers and co-workers.

Many schools are faced with two very difficult problems throughout nations; attracting new teachers and keeping effective teachers in the schools. Many of the initiative are targeted towards teacher's shortage in subject areas for example mathematics and science shortage related to gender and the retention of teachers already working as professional teachers.

With the teacher attrition several literature have indicated that, many teachers leave the service after the first five years of joining the profession and the cost of replacing or recruiting and training professional teachers is very expensive therefore, there is the need to adopt strategies to maintain the professional train teacher and one of such as teacher induction training programme. For instance a literature known as (Unraveling, 2002)



stated that, “Besides focusing only on staffing schools with high quality teachers schools districts needs to focus also on providing effective strategies for these teachers and supporting these teachers during the first two to three years of teaching (Unraveling, 2002). Aside high cost of training and recruiting new teachers to replace those who leave the profession, it also hints student achievement.

Empirical studies have indicated that student achievement has a link with induction training programme, a well-designed inducting programme have shown positive effect on teachers effectiveness and a reduction of teacher attrition. Mentoring programme should also be coupled with induction training programme for newly recruited teachers. Since mentoring programme is geared towards helping to develop, and support professional teachers and build their competence. It also provides professional development and support in adjusting to new positions, mentors or experience colleagues provide guidance to the newly recruited teachers through support system.

For instance, according to an experience teacher (some are who has taught a minimum of three years) is assigned as mentor for a new teacher within the experienced teacher novice system. The experience teacher play the role such as providing general orientation and assisting with variety of teaching aspect such as observing teaching techniques, providing feedback and providing opportunities for newly recruited teachers to observe experience teachers.

Both induction programme and mentor programme are geared towards ensuring that, newly recruited teachers acquire knowledge, skills, attitudes and capabilities for their



professional work. It would also ease newly recruited teacher fears in term of the work load and the fear of inability to perform all these and other effects enable newly recruited teachers not to only remain in the profession but also afford them the opportunities to teach effectively, which enhance student performance and learning outcome. If Induction training programmes are well designed and comprehensively implemented, it not only benefit the newly recruited teachers but other stakeholders in the school system. The table below shows some of the positive effects of an induction training programme.

#### **2.1.6 Concept of newly recruited teacher induction training programme**

Smith and Ingersoll (2004) use “teacher induction” as a collective term to describe “programmes offering support, guidance, and orientation for newly recruited teachers during the transition into their first teaching job. As a form of professional development, an effective teacher induction programme is well structured, comprehensive, involve many people and components, and usually continue as a sustained process for the first two to five years of a teacher’s career (Wong, Britton & Ganser, 2005).

The duration for teacher induction varies from the architects of this concept of teacher development idea. While some suggest a few days for new entrants, others opine that induction should run into years. Smith and Ingersoll (2004) assert that due to the wide range of issues to be included in the induction programme, it should range from a single orientation meeting at the start of a school year to more structured activities, including workshops collaborations, support systems, and mentoring, for several years. During this period, new entrants receive additional support, such as a reduced time table, observation and mentoring.



### **2.1.8 Definition of newly recruited teacher induction training programme**

Smith and Ingersoll (2004) use “teacher induction” as a collective term to describe “programmes offering support, guidance, and orientation for beginning teachers during the transition into their first teaching job. As a form of professional development, an effective induction programme is well structured, comprehensive, involve many people and components, and usually continue as a sustained process for the first two to five years of a teacher’s career (Wong, Britton & Ganser, 2005).

### **2.2 Effects of induction training programme on newly recruited teachers**

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

Some of the issues that newly recruited teachers face are the number of hours worked, classroom management, relationships with school, administration, and parents, support provided, and resources. These are issues that can be overcome given the right supports, which is induction training by schools that thinks highly of their teachers and understands





how induction training for newly recruited teachers in the early stages of their career is beneficiary. Newly recruited teacher's face are work load and hours on the job. There is paper work, lesson planning, grading, discipline issue etc. that all needs to be completed outside of regular classroom hours. "Studies have consistently identified discipline problems, overwhelming correspondence and lack of supportive environments as causes of stress leading to burnout" (Bivona, 2002). Classroom management, while nearly every teacher preparation programme has courses that focus on this topic, it isn't until you are in a classroom that this becomes real. Classroom management refers to all the things that a teacher does to organize students, space, time, and materials so that student learning can take place (Wong, Wong, Rogers & Brooks, 2012). In order to have a successful classroom management practice, it is critical that teachers have a plan. It is this planning that comes with experience and often can't be taught during coursework. "The plan needs to consist of procedures that create a classroom environment that is safe, trusting, caring, and benefits the students" (Wong, et. al., 2012). Newly recruited teachers are challenge with the relationships with other teaching staff, administration, and parents. This is another topic that can be discussed during coursework, but until you are developing these relationships it is hard to fully understand it. "Commonly accepted is the belief that newly recruited teachers need a sustained level of support as they develop their practice in the same way as doctors, nurses, and engineers" (Lambeth, & Lashley, 2012). Many newly recruited teachers don't fully understand the extent in which there is a relationship and interaction with parents. Depending on location of a school and the environment, parent involvement can vary widely. In certain locations parents may not be involved at all. "Some first year teachers are saddened to learn that not all parents can be persuaded

to take an active role in supporting their children's education” (DePaul, 2000). A newly recruited teacher is face with how to get the resources and support provided by the school locality and administration. Resources and materials are an essential support component for the newly recruited teachers (Lambeth, & Lashley, 2012). It is important that newly recruited teachers are provided what they need to succeed and effectively do their job. In the above-mentioned study, one statement that was questions was “necessary materials (i.e. textbooks, supplies, and copy machine) are available as needed by the staff” (Bivona, 2002, p. 10). Each person comes from a unique place and that is something a school locality and administration would need to understand. That is why it is important that newly recruited teachers fully research the school localities in which they are applying to ensure their individual needs will be met. One documented support that can help with all of these issues is a “Well-designed induction training and mentoring programmes increase retention rates for new teachers is by improving instructional skills, attitudes, and feelings of efficacy” (Martin, Andrews, & Gilbert, 2009). By having a designated mentor, who has been trained, newly recruited teachers have invaluable resource at their fingertips. The mentor has vast experience that they can provide advice and guidance to newly recruited teachers. From the school locality side, it is important that they fully prepare their mentors. “In order to facilitate newly recruited teacher development, it is necessary for the school locality to provide a mentor who has sufficient subject knowledge, skills, and is able to offer timely suggestions in securing resources for the specific subject the novice teacher is teaching” (Lambeth, & Lashley, 2012). New teachers can normally find out if a school locality offers a mentor programme prior to joining a school. It is something that will make an adjustment to the classroom much





smoother for a newly recruited teacher. Mentors can touch on all four of the aforesaid issues as they have experience in all areas. Another documented support that can help new teachers deal with these issues is professional development. “Teachers need opportunities to increase their skills and knowledge in the form of professional development. Interview data suggested that newly recruited teachers perceived professional development is an enormous factor within the support system in this school locality (Lambeth, & Lashley, 2012). Professional development provides teachers the opportunity to learn about important aspects of the teaching profession. Professional development opportunities need to address the specific needs of newly recruited teachers and students at a particular school (Lambeth, & Lashley, 2012). Overall, there are a number of problems that a newly recruited teacher can face. These can all be overcome given the right setting and opportunities. It is believe that newly recruited teachers owe it to themselves to fully research the school localities in which they are looking to work. Many times you can get a feel for the supports, resource, school environment and professional development opportunities. Many schools localities actually offer programmes for newly recruited teachers which would be of great value. “Components of well designed induction training programmes which include release time for trained mentors to work with newly recruited teachers, reduction in class size and teaching load of newly recruited teachers, availability of materials for teachers, newly recruited teachers supportive instructional leadership from principals, collegial learning opportunities, and sufficient and ongoing fiscal resources” (Martin, et. al., 2009). These are all things that have been documented to help newly recruited teachers transition to the classroom.

In order to achieve optimal success in the classroom, beginning teachers need support so that they can be effective teachers. This opportunity offers them the chance to seek support based on their professional and practical needs. Whisnant, Elliot and Pynchon (2005) in a review of literature on teacher induction identified five areas of potential effects namely reduction of attrition; reduction in the costs of attrition; increased job satisfaction; enhanced professional growth; and development of a tiered professional career model. The professional support offered for newly recruited teachers helps in transition from being a student-teacher to a professional-teacher.

Many new entrants who do not benefit from induction find the transition from institution of training and teaching difficult to adjust. Studies have unraveled that many newly recruited teachers struggle in their initial teaching career when they are not provided with sufficient professional support through inductions training programme (Akyeampong, 2003; Bleach, 2001). Induction gives new entrants the opportunity to learn and appreciate their own strengths and weaknesses.

It also offers them the opportunity to recognize from the start the talents, skills and experiences that their job roles require. Ingersoll and Kralik (2004) indicate that several studies have established that there is a strong link between induction training programme and teacher retention. An analysis of ten (10) studies documents have found empirical support for the assertion that assistance for newly recruited teachers have a positive effect on teachers and their retention. In a similar study, Kelley (2004) found high retention rates, with 94 % of participants who benefitted from a well-designed induction training programme still teaching after four years. Teachers who experienced no induction





training programme were more likely to exit teaching than teachers who experienced it. Kelley (2004) also asserts that induction training programme provides opportunities for newly recruited teachers to engage early in the collegial dialogue that is crucial to commitment, growth and effectiveness in one's profession.

Smith and Ingersoll (2004) found that the largest reductions in teacher turnover were associated with activities that tied newly recruited teachers into a collaborative network of their more experienced peers. Induction training programmes help newly recruited teacher to become known among other staff members and quickly integrate with the work environment. Wong (2002b) contends that teachers remain in the profession when they feel successful, supported, and part of a team working towards the achievement of a common goal. To Musaazi (1984), induction helps newly recruited teachers in meeting their needs for security, belonging, information and direction in both the job and the school community. Induction training programme helps to create and sustain collegial among staff.

Induction training programme also contributes to ensuring job satisfaction among new entrants and also gives the necessary information about their job which leads to job satisfaction. Although induction training programmes vary, reflecting cultural, social and economic differences, their effects are many which include reduced attrition; improved job satisfaction; enhanced professional development and improved teaching and learning (Howe, 2006).





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

There has evolved codes of conduct that all teachers are supposed to conform to and the new entrant needs to be educated on these during his early days in the service. Staffs of the Ghana Education Service are governed by a code of conduct and discipline embodied in a document called the Code of Professional Conduct. The document is meant to



“inspire public confidence in teachers to whom is entrusted the physical, mental and moral up-bringing of children” in all educational institutions in Ghana (MoE, 1994, p33). Also, during induction training programme, teachers ought to be informed of their job description. It is usually taken for granted that teachers learn everything about their job while in training institutions. Wong and Wong (1998) lament that required to fulfil a set of duties while trying to determine what those duties are and how to perform them. The lack of support for the newly recruited teachers has been grounded in the belief that teachers have learned all they need to know during their training. During induction training programme, the newly recruited teacher also ought to be briefed about the school and its facilities. He needs to be informed of the history of the school, organization structure and facilities available in the school. He needs to be taken round the school and shown buildings like the classroom and administrative block, the library, the assembly hall, the science laboratory, lavatories, the urinal and the playing field (Rebore, 1982). The induction training process should also include general information about the community in which the school is situated. The newly recruited teachers should be presented with information about the economic, social, cultural, ethnic and religious make-up of the community in which he will reside. When newly recruited teachers are well schooled on the community, they would be able to contribute to creating good school-community relationships. Collaboration between schools, training institutions and the community makes for a solid foundation from which newly recruited teachers have the potential for success (Moirs, 2003).

The new teacher is also expected to be introduced to the colleagues he is going to work with to foster positive relationship among them. Quality collegial support is an important

aspect of an appropriate induction training programme for teachers. Newly recruited Teacher induction training programme promotes team building and team learning which engender improvement in the school's performance and the overall learning environment. Feiman-Nemser (2001) acknowledges the importance of introducing newly recruited teachers to their colleagues to aid in developing habits of critical colloquialism. The new entrant is also expected to be introduced, very early, to the students he is going to teach and the entire student body to ensure co-operation and sanity in the school.

## **2.3 Training Model**

### **2.3.1 Induction training programme Model and Stages**

According to De Cieri, *et al.* (2003:265) the entire process of induction can be divided into three stages these include;

**Anticipatory (Induction) Stage;** new recruit has expectations about the organisation and the job and employer uses a realistic job preview.

**Encounter (Orientation) Stage;** new recruit needs information on policies, coping with stress and employer uses a realistic orientation programme for new employee stress general company orientation and departmental orientation.

**Settling In (Socialisation) Stage;** new recruit adjust to Organisational culture and employer offers mentoring programme. Encounter Stage, As De Cieri, *et al.* (2003) state that the employee who has been hired and who has started work is facing the reality of the job. Even if the realistic job preview



(RJP) was provided; new employees need information about policies and procedures, reporting relationships, rules. An important information function of the induction training programme during the encounter stage is to provide new workers with the tools to manage and control stress. Companies can use an orientation approach i.e. Realistic Orientation Programmes for new employees stress (ROPES).

Settling-In Stage; The third stage by De Cieri, *et al.* (2003) shows that new workers begin to feel like part of the organisation. An employee mentoring programme, in which an established worker, or buddy, serves as an adviser to the new employee, may help ensure that settling-in is success. Even the most extensive socialisation programme will not make new employees feel at ease if their immediate supervisors are not supportive during their settling-in period. Although there is no universally effective set of practices for promoting the integration of new workers.

De Cieri, *et al.* (2003:265) further state that the following can be supportive actions for new employees: Offer constructive criticism laced with praise, Show confidence in the new recruit, Listen to self-doubts and share personal experiences, acknowledge the value of past experience, and Emphasises the newly recruits potential. Steps in Induction Training Programme;

**Step 1: Initial orientation;** Newly recruited teachers should report to the school two or three days before its opening so that the school principal can discuss matters such as the school culture, its values, vision, mission and other important matters with newly



recruited teachers (Heyns, 2000:163; Wong, 2002:52). Other more personal matters and problems can also be dealt with on this occasion (Heyns, 2000:163).

**Step 2: The first school day;** on the first day newly recruited teachers are exposed to reality (Heyns, 2000:163). Mentors could, however, offer newly recruited teachers important assistance in facing reality (Heaney, 2001:247; Heyns, 2000:163; Mohr and Townsend, 2001:10). On this day newly recruited teachers may be introduced to the other colleagues and timetables and tasks may be explained (Heyns, 2000:163). A feedback session at the end of the day may address problems newly recruited teachers experienced (Heyns, 2000:163).

**Step 3: The first school week;** Induction training programme during this week should be a natural continuation of the first school day (Heyns, 2000:163). Various school matters can be addressed, such as administrative matters, punctuality, attendance of school activities and assemblies and utilization of free periods (Heyns, 2000:163; Whitaker, 2001:9).

**Step 4: Induction during the first school term;** this step forms part of long-term professional development (Heyns, 2000:163). During this phase newly recruited teachers are introduced to many matters as possible relating directly to their work, but induction training programme during this term is not intended to be comprehensive. Aspects may include an overview of departmental and school policies, time management, classroom management and classroom observation of skilled teachers (Freiberg, 2002:56; Gill, 1998:101; Heyns, 2000:163; Hertzog, 2002:26; Whitaker, 2001:9; Wong, 2002:52).



**Step 5: Ongoing assistance and development;** Activities in developmental induction training programmes are designed to assist newly recruited teachers to develop and refine those skills they perceive as lacking or needing (Black, 2001:47). Individual teachers have unique needs which require periodic assessments to determine these needs (Brock and Grady, 1997:46). Unlike many assistance programmes that stop after the first week of school, developmental induction training programmes provide ongoing support. A few induction training programme strategies may be effective (Black, 2001:46; Whitaker, 2001:7) namely, periodic meetings with the principal. Information from the principal is critical to newly recruited teachers understanding of their role and responsibilities as teachers. They want the principal to observe them and affirm that their teaching is acceptable. Principals who understand the typical realities of newly recruited teachers can anticipate and address their needs (Halford, 1998:34).

In this study induction training programme may adopt a well-structured, comprehensive in-service training (INSET) for the professional development of the newly recruited teachers in the intervention stage of the induction training programme for the newly recruited teachers in the schools or district, among newly recruited teachers, knowledge, skills, attitudes and values essential to carry out their respective roles effectively may be developed. Comprehensive induction training programme may create conditions that support the newly recruited teachers to assume the norms of the occupation to the point that, the primary means of social control (that is, control over performance) is self-controlled (Rogus & Drury, 1988: 11). Induction training programmes are viewed as a means of improving the quality of the newly recruited teachers (Fox & Singletary, 1986).



A comprehensive induction training programme has numerous components, such as printed materials on employment conditions and school system policies, orientation meetings and visits, seminars and training workshops or sessions, follow-ups, conferences, and the assignment of a mentor (Ruling & Austin, 1986).

Anderson (1991) identifies a range of induction training programmes such as sink-or-swim, learn-on-your-own strategy, peer assistant leadership, newly recruited teacher in-service programmes and mentoring. All these programmes have different activities and actors; the timing as well as the duration of such programmes differs from one school system to the other. Induction in the U.S.A. for example could be seen as a programme that starts during the pre-service teacher preparations, while in some systems it starts during recruitment and selection. This view is well supported by Daresh and Playko's (1992b) tridimensional conceptualisation of the professional development of newly recruited teachers, with three main elements, namely pre-service, induction and in-service. The induction training programme in this study may involve in-service training workshop as a training model, for comprehensive induction training programme for the newly recruited teacher.





## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter will demonstrate how the research objectives will be carried out, among the numerous research methods much care has been taken in the choice of this study method. Primary and Secondary data sources will be resorted to, by way of data to that are relevant to the study.

Research methodology is described as techniques that are employed to carry out a research activity. Research methodology includes profile of the study area, research designs, population of the study, sample and sampling techniques, data collection instruments, data collection procedure, data analysis and presentation and data quality and ethical issues will be discussed in this chapter.

#### 3.1 Profile of Kpandai District

Kpandai District is one of the twenty-six (26) administrative districts in the Northern Region of Ghana and was established in March 2008 by an Act of Parliament (Act 462). It was carved out of the East Gonja District in 2008 and its capital has been Kpandai.

The District can be located at the South-Eastern corner of the Northern Region of Ghana and lies between latitudes 8° N and 9.29° N and longitudes 0.29 ° E and 1.26°W. It is bordered to the North by Nanumba South District, East Gonja to the West, Krachi West District to the South-West, Nkwanta North District to the East and Pru District in Brong Ahafo Region to the South. The District has a total surface area of 1,772.04sqkm with water covering about 5% of the landmass. The District is endowed with three big rivers-



River Oti, River Daka, White Volta and its tributaries that transverse the district at vantage points and floods these areas at the peak of the rainy season.

The population of Kpandai district according to the (2010 population and housing census), stands as 108,816 with the growth rate of 2.3%. Males constitute 50.54 percent and Females 49.46 percent. The major towns with their 2010 Population and Housing Census are as follows Kpandai, Kumdi, Buya, Kabonwule among others.

There are two main systems of governance in the District. These are the traditional system with established chiefs and clan heads representing the communities. The District traditional governance is led by the Nawuris and Nchumburus and they oversee all the communities in the District. The economy of the District is dominated by agriculture followed by commerce and industrial sectors. Agriculture accounts for about 90% of the District labour force, commerce and industry sectors accounting for about 10%.

Kpandai District Education Directorate was carved out of East Gonja in 2008, when it gained full status as Assembly. It was officially inaugurated on the 12<sup>th</sup> of March, 2008. The administration of the Kpandai Education Directorate is currently in the headed by a Substantive District Director and four frontline Assistant Directors.

The district has a total of 86 kindergarten and primary school, 28 Junior High and 1 Senior High as public schools. There are a number of private and community schools which are managed by private individuals. They can only boast of pre-tertiary institution, since there is no single Tertiary institution. In the area Enrolment of student population, the district currently have 37,279 for all the levels thus, Kindergarten (9,425), primary



(22,305), Junior High (4362) and Senior High (1187) respectively. (Annual school census, EMIS and School Report Card, 2016-2017).

Kpandai district education directorate have been challenged with the requisite human resource (teachers) to match the increasing student population due to the deprive nature, although this has improve over the years. Currently the district has a total teacher population of 667 consisting of both trained and untrained teachers. The trained consist of 61.1 Percent and the untrained 38.9 percent. The district over the years received newly recruited Teachers and post them to the various schools to teach, however, there has been no or limited induction training programme for those newly recruited teachers. For instance, in 2016 about one hundred and fifteen newly recruited teachers were posted to schools with or without any formal induction training programme.

### **3.2 Research Design**

According to Cohen L., Lawrence M. and Keith M. (2011).there is no single blueprint for planning research. Research design is governed by the notion of ‘fitness for purpose’. The purposes of the research determine the methodology and design of the research.

For instance, if the purpose of the research is to map the field, or to make generalizable comments then a survey approach might be desirable, using some form of stratified sample; if the effects of a specific intervention are to be evaluated then an experimental or action research model may be appropriate; if an in-depth study of a particular situation or group is important then an ethnographic model might be suitable (Cohen, et.al, 2011).



According to Clough and Nutbrown (2012) research design of any research project may follow these stages at some point in the research process, such as decision on research approach/strategy, identification of sample and issues of access, decision on methods for data collection, decision on methods for data analysis and Carrying out pilot study. A research design may be a design that is ‘unfolding’ rather than ‘pre-specified’ (Punch 2009).

Research Design is described as the plan or blueprint that specifies how data relating to a given problem should be collected and analyzed Amedahe, (2002). It indicates the basic structure of study, the nature of hypothesis and the variables involved in the study (Gay, 1992).

Research design is a logical structure of inquiry or it is the overall plan for collecting data in order to answer the research questions. Action research design is the design that would be employed in these studies. According to Alfred (2014), Action research is a variant of applied research which is focused on solving specific practical educational problems through application of scientific method. Action research involves application of intervention to find immediate solution to real local problems and does not generalize results for a broader programme. Action research is usually confined to the area where the study is being conducted and its results are not generalized beyond the sample used for the study (Alfred, 2014).

Action Research is an approach that usually involves the active participation of practitioners in researching their own professional environment. Denscombe (2010)



provides four key defining features of action research as being; Practical – dealing with real world problems, Change – as a way of dealing with practical problems, Cyclical process – involves a feedback loop in which initial findings generate possibilities for change which are then implemented and evaluated as a prelude to further investigation and Participation – practitioners are the crucial people in the research process. The three stages of action research design are pre-intervention, intervention and the post-intervention stages, this study intend to employ these stages to collect and analyze data on the major effects and the implementation of comprehensive induction training programmes for the professional development of newly recruited teachers in Kpandai.

### **3.3 Population of the Study**

Defining the population of a study, will also aids the researcher to establish boundaries which specify who is to be included or excluded from the study Tuckman, (1985). Black (2010) also defines population as the set of all measurements in which the investigator or researcher is interested. Population is said to be the entire aggregation of cases that meet a designated set of criteria (Polit & Hunglar, 1991).

The target population for this study include newly recruited teachers who have serve not more than three (3) years, Head teachers, district director of education and the frontline deputy directors.

The study intends to sample the views of the newly recruited teachers and head teachers, who are teaching in the public's basic schools in Kpandai district and have not serve more than two years, the district director and the frontline deputy directors would also be interviewed.



### **3.4 Sample and Sampling Techniques**

A sample is a carefully chosen part of a population for a study. When it is not possible to use all the members of a population in a study due to reason such as time, energy, cost, and volume of data, part of it is used as a sample (Alfred, 2014).

The entire population for this research work cannot be used to obtain the needed information due to the large nature of the population and time constraints. Black (2010) found that sample sizes are determined with primary focus on the target population of a study. For this reason, part of the population will be used to represent the whole. In this case a sample of the population will be taken to represent the entire population. A simple random sample technique will be used to select the newly recruited teachers who will respond to the questionnaires, while a purposive sampling technique will be used to collect the view of Head teachers and the directorate staff. The choice of these two techniques is based on the homogenous and the special people involve in the population. The sample size consists of 50 newly recruited teachers from the sampled 25 basic schools who have serve less than three years, 5 headmasters from the sampled schools, 1 DDE and 5 frontline deputy director of the directorate. The findings generated from the sample will be used to draw a general conclusion for the rest of the population in the district.

### **3.5 Data Collection Instruments**

The researcher will engage the appropriate research Instruments such as Questionnaires and interview. Survey questionnaire instrument will be developed to gather data from the respondents. A questionnaire is regarded as a series of questions, each one providing a number of alternative answers from which the respondents can choose (Punch, 2000).



The developed questionnaire would be entitled “effects of Induction Training programme on newly recruited teachers in basic schools” (EITPNCTBS) which would be validated and after its reliability had been estimated, it will then be administered at the pre-intervention stage and the post-intervention stage. Structured interview question will purposively be used on the schools heads and the directorate staff. A structured interview is the one in which the questions are set in advance, interviewer has no freedom to rephrase questions or changed the order in which questions are posed (Koul, 2011).

Section “A” of the instrument elicited bio-data of the respondents while Section “B” focused on the main issues for the study. To ensure high validity of the instrument, a seasoned researcher would proof-read the instrument while a pilot study is conducted in three basic schools to collect data to estimate the reliability of the instrument.

### **3.6 Data Collection Procedure**

The main data to be used in this study will be collected from primary sources with the assistance of a structured questionnaire. The instrument for this study is to be administered personally to the respondents at their various schools. The respondents will be requested to fill them in the presence of the researcher in order to ensure a very high return rate of 100%. The administration of the questionnaire personally to the sampled population under this study would ensure that, the questionnaire get to the actual targeted respondents. Respondents who would not be able to complete the questionnaire as scheduled may encouraged by explaining items that respondents still find difficult to understand.



### **3.6.1 Situational Analysis (Pre-Intervention)**

The developed survey questionnaires would be administered to the sampled newly recruited teachers to get their response. The questionnaire would be administered to the teachers, but the Head teachers and the district education staff will be interviewed using a structured questionnaire. The structured questionnaires and interview questions is used to collect the initial data, in order to ascertain whether the problem actually exist.

### **3.6.2 Intervention**

A comprehensive induction training programme would be organised for the newly recruited teachers. During the training, highly qualified resource persons and experienced educationist may be employed or used to conduct the training for these newly recruited teachers for five days, considering the relevant areas of the questionnaire, which are based on the objective of the study. During the training the following methods would be employed, group discussion, observations, brainstorming, lecture among others. The newly recruited teachers will be motivated to ensure high level of participation.

### **3.6.3 Post-Intervention**

One month after the comprehensive induction training programme, the questionnaires which were administered or used during the pre-intervention would be administered to the same sampled newly recruited teachers and the finding at this stage will serve the basis analysis and interpretation.





### 3.7 Data Analysis and Presentation

There are five ways of organizing and presenting analysis as follows: the first two methods are by *people*, and the next two methods are by *issue*, and the final method is by *instrument*.

This is only *one* way of organizing a qualitative data analysis – by *groups*, *second* way of organizing the data analysis is by *individuals*, *third* way of organizing data is to present all the data that are relevant to a particular *issue*, *fourth* method of organizing the analysis is by *research question* and the *fifth* method of organizing the data is by *instrument* (Cohen, et.al, 2001).

This study intends to adopt the fourth way of data analysis, which is the method of organizing the analysis by research questions.

Data from all categories obtained from the questionnaires and interviews granted will be coded and quantified using the SPSS, and analyzed using simple descriptive statistics. Frequency tables and cross-tabulation will be used to offer visual impression, association or relationship between the variables. The open-ended questionnaires and structures interview will be subjected to narrative description. The data is the analysed using SPSS and descriptive statistics such as frequencies and percentages used based on the research questions.

The target group will be the newly recruited teachers who have not served for more than three years. Teachers who have serve less than three years are presumed to be in a



position to remember vividly what happened to them when they assumed duty as new recruits into the teaching profession.

### **3.8 Data Quality and Ethical Issues**

The ethical integrity of this study will be maintained by involving of all the relevant stakeholders and explaining the need to be assisted to collect data for this research work or study. The purpose of the study will be duly explain to the participants before the data collection will start and Data collected is with due confidentiality and solely for academic purpose.



## CHAPTER FOUR

### RESULTS

#### Introduction

This chapter presents the findings and the discussions of the study. The data represented in this chapter was collected and processed using quantitative and qualitative data techniques. Numeric data was collated and this was analyzed quantitatively while respondents were asked to share their views on the various issues and this was analyzed qualitatively. This chapter gives a summary of the respondents' characteristics in terms of gender, nature of participation, number of years served as teacher, qualification of newly recruited teachers, and the empirical findings following the research questions and objectives. The primary data collected was coded and analyzed according to the research questions. Interpretations of the data have been done with findings triangulated with available literature and relevant theories to enhance understanding, validity and reliability. Frequencies and descriptive analysis were made to bring the responses to bear. Data is presented in tabular forms.

#### 4.1. Demographic background and characteristics of respondents

The background of respondents is very important as these can have some influence on the person's behaviour, and affect the kind of responses that is going to be given in the study by respondents. This section consists of gender, nature of participation, number of years served as teacher and the qualification of newly recruited teacher.



**Table.4.1.1 Gender of respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	23	46.3
Female	27	53.6
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Survey (2017)*

Table 4.1.1 displays the results on gender distributions of the respondents of the study. From the table, 23 of the total respondents were males representing 46.3% whilst 27 out of the total respondents representing 53.6% were females. These figures show that, even though equal chance were given to the respondents, females dominated in the contribution of information in this study. This simply means more females participated in the study than men. Taking the individuals who participated in the study into consideration, with the exception of the head teachers, it would be noted that more than 50% of the voices in this study are females. These results suggest that, this study involved more female respondents than males. The study however was not biased; just a little higher number of females exceeded the men, which implies that male voices were also added. However there were more stakeholders who were interviewed in the cause of the study. Five of which are head teacher and the other five were assistant education directors. They only provided supporting comments to the results obtained from the 50 teachers. The main focus was on the teacher



**Table.4.1.2 Nature of participation**

Status of Respondents	Frequency	Percent
Newly Recruited	50	80
Head teacher	5	10
Other Stakeholders	5	10
	<b>60</b>	<b>100.0</b>

*Source: Field Survey (2017)*

. The research made it clear that 50 of the teachers representing 80% had just been newly recruited and were fresh graduated from the teacher training colleges to the school and one of the respondents representing 20% is the head teacher of the school. This means that the class of respondents selected was a very good one for the research since the study was focused on induction training for newly recruited teachers. Though some of the teachers were back from further studies, they were considered as newly recruited teachers to the school. These characteristics of the respondents will help bring out the desired results of the study since they are the beneficiaries of the induction training.



**Table.4.1.3 Number of Years Served as a Teacher**

<b>Number of years as a teacher</b>	<b>Frequency</b>	<b>Percent</b>
ONE	31	61.1
TWO	16	29.6
THREE	3	9.3
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Survey (2017)*

The experiences of teachers involved in the study are varied in the teaching profession. Some were fresh from school and other had had the experience of the classroom but went for further studies

Table 4.13 above indicates the number of years respondents have served the Ghana Education Service as classroom teachers. From the table, 31 respondents representing 61.1% of the teachers have been teaching for a year while 16 respondents representing 29.6% of them have been teaching for two years and 3 respondents representing 9.3% had teaching experience of three years. This validates the fact that almost all the teachers have not been in the service for long and therefore have fresh memories on induction training and would contribute well to this study so as to arrive at a valid conclusion.



**Table 4.1.4 Qualification of newly recruited teachers**

<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>
CERTIFICATE	1	3.7
DIPLOMA	47	90.7
DEGREE	2	5.6
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Survey (2017)*

It was evident that all the teachers involved in the study were professionally trained, but their professional qualifications vary. The table above presents the professional qualification of teachers within Kpandai district where the research was conducted.

Table 4.1.4 shows 1 teacher representing 3.7% of the teachers in the study are certificate holders, 47 teachers representing 90.7% are diploma holders and 2 teachers 5.6% of the respondents are Bachelor Degree holders. From the interviews, it was revealed that most of the teachers who had the bachelor's degree had their top-ups from the University of Education Winneba, and the University of Cape Coast. This presupposes that teachers involved in the study have necessary educational requirements to teach. The respondents were however not explicit on the statuses of their degrees and diplomas, whether they are relevant to teaching or not.



**Objective 1: To determine how induction training program is organized.**

**Table 4.1.5: Induction was arranged for me**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Applies to me not at all	15	30.0
Applies to me to a certain extent	18	36.0
Applies to me	12	24.0
Applies to me totally	5	10.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Survey (2017)*

From the table above, it is clear that though almost all the teachers were newly recruited to the school and most were novice in service, not all have had induction training or programs to enhance their professional skills. This particular question was posed in order to determine whether or not the teachers had had any induction training or program since they were employed as teachers in their various schools. 15 respondents (teachers) representing 30% said induction was not arranged for them at all, 18 teachers representing 36% testified that it was somehow not officially organized for them, 12 teachers said induction programme was organized for them. This means they had a feel of how induction training is like. The remaining 5 teachers said the induction training was purposefully organized for them fully.

It was discovered from the interviews with the teachers that induction training for teachers is a way of orienting teachers to the work and a prerequisite for professional





development and it is a basis for teachers to development and grow in the service. As confirmed by Byars & Rue

(2000:206) induction is the introduction of new employees to the organization, their work units and their jobs. Also Ingersoll and Smith (2004) said induction is support, guidance and orientation programmes for newly recruited teachers during the transition into their first teaching jobs.

The table therefore makes it clear that, not all teachers get the chance of having induction programs. More than half of the teachers; about 66% didn't really have induction training before the start of work as a teacher, and the remaining 34% have access to such programs. This means teachers who do not have induction training programs are likely not to be well equipped for the profession and would end up not achieving the general educational goals. According to Musaazi (1984), induction helps newly recruited teachers in meeting their needs for security, belonging, information and direction in both the job and the school community. Induction training programme help to create and sustain collegial among staff. Well-designed induction training and mentoring programmes increase retention rates for new teachers is by improving instructional skills, attitudes, and feelings of efficacy" (Martin, Andrews, & Gilbert, 2009).

### **Who Usually Organize the Induction Programs?**

This question was asked in order to determine the body or who organizes the induction training for them (teachers). According to the responses, there were three main bodies who usually organize the induction training in the Kpandai district. These bodies include



the schools, district education office and some stakeholder NGOs. This variable was tested on only 17 teachers. This is because they agreed to have one way or the order had an induction program

**Table 4.1.6: Who Usually Organized the Induction Programs?**

Organizations	frequency	Percentage
My School	7	41.18
District Education Office	5	29.41
NGOs	5	29.41
<b>Totals</b>	<b>17</b>	<b>100</b>

*Source: Field Survey (2017)*

The table above informed the study that, the various agencies played a major role in organizing the induction programs. The table shows that, 7 teachers, representing 41.18% said the induction was done by the school, 5 respondents representing 29.41% each said the district assembly and the NGOs are the main organizations who organize the induction training. This means that in the Kpandai district, the schools play a major role in teacher development programs; one of such is the induction training. This also suggests that the other organizations can undertake the induction programs using the schools.



**Table 4.1.7: The Head teacher handles induction training**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Applies to me not at all	27	54.0
Applies to me to a certain extent	4	8.0
Applies to me	15	30.0
Applies to me total	4	8.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Survey (2017)*

Participants were asked whether or not the head teacher handled the induction training programs. This question was asked in order to determine if the head teachers were really responsible for handling induction programs in the Kpandai district. From the table above, 27 teachers representing 54% said their head teachers have not taken them or has never handled induction training. It was noticed that this same number of teacher were those who said they had never had an induction training.

The table shows that 4 teachers representing 8% said they have one way or the other the head teachers handle the induction programme. This group of people expressed their plight. In that they think what they had was not really an induction training program. They believe proper and well organized induction training programs for teachers in the Kpandai district.

The third group of people from the table said yes, they have had the experience of the head teachers taking them through the induction training programme. The 15 teachers who said this made it clear that the head teachers were always the best to handle such



programs. The reason for this was they had the knowledge of the school and could orient the newly trained teachers properly. This fact was also validated by Heyns, (2000), when he said induction includes the school culture, vision, mission, values, school policy, financial and physical resources and the curricular and administrative services offered by the school and the head teacher is the best to offer such knowledge.

The last group consisting of 4 teachers representing 8% of the teachers also confirmed that when induction is handled by the head teacher is usually handled with accuracy and exactness since the pressing issue of the school is addressed

In sum, in the Kpandai district, many teachers have not had the experience of induction programs due to such programs not been organized. This certainly according to the teachers makes it difficult to socialize and familiarize themselves with the duties of the profession. On the other hand those (The Teachers) who have had the experience believe that head teachers would be the best to handle such programs.

## **Objective 2: To find out the main issues handled during training induction program**

### **Introduction**

This objective seeks to determine the main issues and activities handled during the induction training programs and how relevant they are to the teaching profession. Some of the issues that newly recruited teachers face are the number of hours worked, classroom management, relationships with school, administration, and parents, support provided, and resources (Bivona, 2002). From the research, the variables handled during



the induction programs include; classroom management, school community relation, professional code of conduct and professional standard of teaching, developing teaching and learning materials. These are the variables the respondents mentioned as issues that are handled.

**Table 4.2.1: Professional Code of Conduct**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Irrelevant	12	24.0
Not	5	10.0
Sometimes	13	26.0
Quite Regularly	7	14.0
Often	6	12.0
Very Often	7	14.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Survey (2017)*

This issue was mentioned as one of the activities that is usually handled or tackled during the induction program. Teachers were asked whether they had such experience. 12 teachers said it was irrelevant because they had had such experience already and knew about the professional code of conduct. 5 teachers said they didn't get and were not socialized with the Issue of the professional code of conduct for teachers, 13 respondents said they had the experience sometimes. This happened when they were going off the line, their headmaster calls and points out the loopholes and ensures corrective actions. 7



teachers had it quiet regularly, 6 had the experience often while 7 had the experience very often.

The above indicates that the experience of professional code of conduct is one of the variables or activity that us usually handled and learned during the induction training. The above showed that though the entire teachers did not get the chance of having this experience most of them encountered it one way or the other. This suggests how the professional code of conduct is very important to the professional teacher.

**Table 4.2.2 Classroom Management**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Irrelevant	15	30.0
Not	4	8.0
Sometimes	10	20.0
Quite Regularly	8	16.0
Often	6	12.0
Very Often	7	14.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Survey (2017)*

Good classroom management is one of the issues that make a great lesson. Classroom management, while nearly every teacher preparation programme has courses that focus on this topic, it isn't until you are in a classroom that this becomes real. Classroom management refers to all the things that a teacher does to organize students, space, time, and materials so that student learning can take place (Wong, Wong, Rogers & Brooks,



2012). Teachers always use this to control the class. From the table above, 15 teachers said it was irrelevant because they had already had such experiences and did not actually need that activity though such experience was important for every teacher. 4 teachers representing 8% said they did not have that experience at all. 10 teachers representing 20% said they had the experience but not all the time. They only had the chance to learn about classroom management when they willingly observed their colleague teachers. 8 teachers said they had it quite regularly while 6 said they had it often. 7 teachers said their experience of classroom management was very often and they really enjoyed knowing more about the classroom management during their induction.

From the table, it was made clear that classroom management is a factor for a successful teaching and learning environment. And each teacher must be equipped with such skills to be able to enhance effective teaching and learning. It is evident for the table that most of the teachers had classroom management as one of the variables or activities they learnt during the induction programme.

**Table 4.2.3 School Community Relation**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Irrelevant	5	10.0
Not	10	20.0
Sometimes	9	18.0
Quite Regularly	11	22.0
Often	6	12.0
Very Often	9	18.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Survey (2017)*



School community relations turns to help teachers relate what is in the community that is learnt in the classrooms. This is very important for every teacher because it helps teachers to actually help pupils to actually put what has been learnt in the classrooms to reality.

From the table above, it is made clear that 5 teachers representing 10% said they had the experience of school community relations during the induction program but irrelevant to them. This was because they had had this experience before and knew what it was about. They therefore saw it as a waste of time. 10 teachers representing 20% did not get this experience at all, 9 teachers who make up 18% said they sometimes had that experience. 11 teachers representing 22% said they had the experience quite regularly while 6 teachers representing 12% had it often. The research under study also revealed to me that 9 teachers representing 18% said the experience was more often. The study made it clear that school community relations is very important in every teacher's professional life so as to integrate the desires of the society and the classroom lessons.

The research showed that all teachers agreed that school community relation is very important to every teacher. Only 5 out of the total 50 did not really get access to this variable, the rest had it or had had this experience before and it proved to be very important





**Table 4.2.4 Professional standard of teaching**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Irrelevant	10	20.0
Not	3	6.0
Sometimes	7	14.0
Quite Regularly	9	18.0
Often	10	20.0
Very Often	11	22.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Survey (2017)*

Professional standard of teaching and the standards that guides a teacher's teaching include methods of teaching, questioning skills, the conduct of teachers during the instructional period, teachers dressing in class, the teacher's relation with students during teaching and learning hours and many others. It is very important for teachers to have knowledge of such skills in order to act professionally in class so as to enhance teaching and learning.

From the table above, teachers were asked how relevant it was and whether or not they had any experience of the professional standards of teaching during the induction program. Ten (10) teachers had had the experience already and saw the experience they had during the induction program to be irrelevant. This group represented 20% of the total population of teachers understudied. 3 teachers did not have any experience all.



Seven (7) sometimes had it and 9 had it quite a number of times. The table also shows that, 10 teachers had the experience often and 11 had it more often than the rest. This shows that only 3 teachers did not get this experience during the induction program and 10 others had it from somewhere else all the others had the experience during the induction program and agreed that it was very important for the development of every professional teacher.

**Table 4.2.5 Developing Teaching and Learning Materials**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Irrelevant	12	24.0
Not	6	12.0
Sometimes	10	20.0
Quite Regularly	8	16.0
Often	10	20.0
very often	4	8.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Survey (2017)*

Teaching and learning materials are very important teaching and learning resources that make an instructional section effective. A newly recruited teacher is face with how to get the resources and support provided by the school locality and administration. Resources and materials are an essential support component for the newly recruited teacher (Lambeth, & Lashley, 2012).



Teachers use TLMs to enhance teaching and learning. The study also validated these facts. The study was aimed at determining whether or not teachers had the experience of developing teaching and learning materials and how these resources help to improve the teaching and learning of students.

From the table 12 teachers did not see the activity as important because they had the experience already. This group agreed that, for a lesson to be more productive and more understandable teachers would need to use TLMs. 6 did not get this experience. 10 teachers had the experiences sometimes, 8 teachers said they had it quite regularly and 10 others said theirs was often. 4 teachers said that their experience was more often and more relevant.

This is a set of data that was analyzed qualitatively. These are additional voices of all the teachers who said they have had the experiences. They also expressed how relevant the experience was to them. The comments made by some of the teachers are shown below (T=teacher)

**T1**

*I have learnt how to develop my own TLMs and now students enjoy my lessons and understand it better*

**T2**

*I learnt how to improvise using the available resources. Now I develop my own TLMs using the local materials and students love to see these resources.*



**T3**

*Using TLMs make lessons very interesting and easy to understand. Students understand when I use these materials*

**T4**

*I am a science teacher and Students contributions during lessons have been massive. They even wish to practicalised the lessons themselves*

This makes it clear that the uses of TLMs during lessons are very important and teachers would need to have that knowledge. This makes it important to socialize teachers especially newly recruited teachers with the use of TLMs in order to make their lessons successful.

**Objective 3: To examine the effect of induction training programme on newly recruited teachers.**

### **Introduction**

This objective seeks to address the effects the induction training program had on the teachers. It was discovered so many benefits were derived from the training though some of the teachers did not benefit from it. Amidst all the benefits some teachers also thought that is would need to be improve to better serve its purpose below are some of the effects induction training had on the teachers in the Kpandai district.



**Table 4.3.1 I felt welcomed**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Disagree Totally	7	14.0
Disagree	1	2.0
Undecided	3	6.0
Agree	20	40.0
Agree Totally	19	38.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Survey (2017)*

Teachers were asked whether or not they felt welcomed during the induction training. The different teachers from the different schools shared their experience with me. Seven (7) out of the total fifty (50) totally disagreed that they felt welcomed. One teacher disagreed and three were undecided the remaining 39 agreed that the induction training was welcoming and helped to learn a lot of things from it.

The teachers also made it very clear how the induction training made them feel. The study showed that because they were welcomed well, they enjoyed the first year of work.

According to McGillicuddy (1999), one of the first and most lasting impression new employees have of their employers is how they are greeted and treated on their first day work.

Teachers had learnt a lot of things and therefore had a smooth existence in the teaching profession. The teachers said students were more close to them due to the fact that they were using almost all the practices that had been learnt during the induction period.



Induction they (the teachers) said builds up ones self-confidence. It helps one to be introduced to the best practices of the teaching profession and therefore enhances the individual's confidence ability. During the induction training period teachers are exposed to all the difficult situations and therefore thought how to stand such situations so at the end they become experienced and are able to stand such situations.

Commonly accepted is the belief that newly recruited teachers need a sustained level of support as they develop their practice in the same way as doctors, nurses, and engineers (Lambeth, & Lashley, 2012). According to the teachers in the Kpandai district, during the induction, they are taught how to relate and inter-depend on one another as teachers, teachers depend on one another when in need. Lesson may need resource persons and special skills, teachers are taught to invite such resource persons to take charge of such topics. Teachers are also taught to learn different skills from their colleague teachers in order to make themselves dynamic for the work. Teachers said they are able to reflect critically on the work they do and know how to position themselves. The teachers also made it known that it was during this period that they really get to know the real demands of the profession and what to do to become a successful teacher. They therefore reflect on this and make up plans to help bring out the best on them.

### **Practices learnt**

Many practices are learnt during the induction training. Some of the practices learnt during induction training in the Kpandai district include classroom management, school community relation, and professional code of conduct and professional standard of



teaching, developing teaching and learning materials. Below are some of the comments made about the practices learnt

**Table 4.3.1 I was satisfied with my teaching practice**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Disagree Totally	2	4.0
Disagree	5	10.0
Not Disagree	2	4.0
Agree	19	38.0
Agree Totally	22	44.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

*Source: Field Survey (2017)*

The table above shows the responses on the extent to which the newly recruited teachers were satisfied with the teaching practices learnt and used. From the table, 7 teachers were not satisfied with the practices learnt, the remaining were content and were so happy with all that had learnt. The teachers believe that a teacher is made up of the best practices he or she knows and uses. Majority of the teachers in the kpandai district enjoyed the best practices of teaching thought during the induction trainings



**Table 4.3.1 I became a better teacher**

Responses	Frequency	Percent
DISAGREE TOTALLY	12	22.2
DISAGREE	5	10
AGREE	13	26
AGREE TOTALLY	19	38
<b>Total</b>	<b>50</b>	<b>100</b>

*Source: Field Survey (2017)*

From the table above, teachers were asked whether or not they became better teachers after the induction training. 11 teachers represent 22% totally disagreed, 5 teachers representing 10% disagreed 2 teachers representing 4% said they were not sure. The remaining 22 representing 64% agreed and even mentioned what they had specifically learnt during the induction training program that had made them better teachers.

Below are the comments teachers represented in a qualitative form. This is to support the earlier claims

**T1**

*My class control skills have exceptionally become good. I learned to keep better order in the classroom. Am able to control the class better now. This helps me in my lesson delivery*





**T2**

*I improved to organize my lessons. During the induction training was directed to work out my lesson planning. Now my lessons are well structured and enhances better understanding to students*

**T3**

*I improved my interpersonal relationships with students. Now I know how to interact with students better. They do not irritate me when they come close to me*

**T4**

*I learned more efficiently how to teach. My teaching skills have now been changed*

**T5**

*I was better able to help students understand the subject matter*

These comments by teachers validated the fact that induction training actually brings out the best in you as a teacher and makes you a better one



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter looks at a summary of the findings, conclusion of the study and the recommendations for stakeholders.

**5.1 Summary of the Findings** The study revealed that though teachers undergo induction training programmes, not all the teachers in the Kpandai district had the opportunity to participate.

Another revelation was that, even those who had the induction programme did not have it well planned. Though the school organizes this program, they invite other people to handle the training sessions. Teachers believed that it would have been best if the head teachers were to handle the induction programme themselves

It was revealed in the research that the induction programme was a way that was used to welcome and orient teachers to the school. Issues regarding professional conduct are made known to the newly recruited teachers in the Kpandai district.

Research also made it clear that teachers enjoy their first year after the induction training program is done. During the induction of newly recruited teachers, they are made to socialize and familiarize themselves with all the situations and people in the school. Because this is also another learning period, newly recruited teachers have the



opportunity to interact and ask questions from mentors and senior colleagues, making learning very easy.

From the research the variables handled during the induction programs include; classroom management, school community relation, professional code of conduct and professional standard of teaching, developing teaching and learning materials

The research also made it clear that teachers learn a lot during the induction training period, the need to establish good working relationship with colleague teachers and students and best teaching practices.

It was revealed in the study that the effects induction programme has on teachers include improved class control, ability to organize lessons, improved interpersonal relationships with students and other staffs, learned more efficiently how to teach, understand the subject matter and designing better ways of imparting knowledge. Teachers agreed they become better after the induction training

## **5.2 Conclusion**

The study concludes that induction is very important in the professional life of every newly recruited teacher; it makes the teacher better on the job.

The study suggests that the head teachers or an insider who knows the issues about the school and has professional knowledge of teaching should handle induction programme so as to deliver the required knowledge to the newly recruited teachers.



Lack of induction programs would only leave the newly recruited teacher to wonder about and may not be able to adjust freely in the school environment.

The study also revealed that most schools in the Kpandai district do not take the induction program serious. Teachers are left to socialize by themselves and those who undergo the practice do not take them very seriously.

Generally, it can be concluded that induction training program is best for every newly recruited teacher in order to build and make him or her fit for the teaching profession. Teachers have agreed that it makes them better teaches and brings the very best in them. In the Kpandai district it is most desired and recommended that the head teachers will take charge of such programme.

### **5.3 Recommendations**

Based on the findings and conclusions drawn, the following recommendations will inform policy and practice;

Induction training should be organized by every school once every term to cater for newly recruited teachers that may be in the system.

Every school should be allowed to plan their own induction training programme under the supervision of the GES in order to address the pressing issues of the school



Head teachers of various schools should try and procure or contact the required Organizations and agencies or even stakeholders to help procure the necessary logistics necessary for this exercise

The GES should make it a rule that every school in the Kpandai district must have an induction programme organized for newly recruited teachers

Individuals who will be handling the induction programme should be taking to workshops to equip themselves with the very current skills and knowledge on how to handle issues of induction



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**APPENDICES**

**APPENDIX A:**

**INDIVIDUAL QUESTIONNAIRES**

**UNIVERSITY FOR DEVELOPMENT STUDIES**

**FACULTY OF EDUCATION GRADUATE SCHOOL**

I am a final year Master in Education student of the University for Development Studies and currently conducting a study on “Examining the Effects of induction training programme on newly recruited teachers”. Kindly take a moment of your precious time and respond to the following questionnaire items. This exercise is purely for academic purpose and any information you divulge will be strictly confidential. Thank you in advance for accepting to participate.

**SECTION A: Demographic Background of Newly Recruited Teachers**

1. Gender Male  Female

2. Nature of Participation

Newly recruited Teacher  Headteacher  DEO Staff

3. Number of years serve as a teacher

One  two  three  more than three

4. Qualification of newly recruited teacher



Certificate [ ] Diploma [ ] Degree [ ] others [ ]

**Survey ‘Support for newly recruited teachers’**

**Part A. Facilities and organization of the induction training programme**

How was the induction programme at your school organized and facilitated?

For this part of the questionnaire, it is possible to choose one of the following answers:

1 = Applies to me not at all

2 = Applies to me to a certain extent

3 = Applies to me

4 = Applies to me total

**1 2 3 4**

1. Induction training programme was arranged for me

2. As a newly recruited teacher induction training was organised

by my school



3. My induction training programme was organised by  
district education office
4. At school, the headteacher handle induction training.
5. Newly recruited teachers received extra time for induction  
training activities
6. At our school, induction for newly recruited teachers was  
well-organized
7. It was organised but I did not attend, since I don't need  
any support

**Part B. Formats of support**

In this part of the questionnaire is asked whether you participated in various formal induction programme activities in the first year that you were teaching. You may choose the answer that best suits your experience.







- 1 Introduction meeting for newly recruited teachers  no  
 yes, this lasted 0-2 hours  
 yes, this lasted 2-4 hours  
 yes, this lasted more than 4 hours
- 2 Class visit of a headteacher, including evaluation  none  
 1-2 times  
 3-5 times  
 more than 5 times
- 3 Observing lessons of colleagues  none  
 1-2 times  
 3-5 times  
 more than 5 times
- 4 Class visit includes lesson observation and evaluation  none  
 1-2 time

3-5 times

more than 5 times

5 Conversations with headteacher from the lesson  none

Observation on class visit  1-3 hours

4-20 hours

more than

20 hours

6 Conversations with headteacher from different aspects

school in class visit  none

1-3 hours

4-20 hours

more than 20 hours

7 Meetings for newly recruited teachers

was organised in the school  none

1-2 times

3-6 times

more than 6 times



**Part C. Topics**

How much attention did the following topics receive in the induction training programme? You may choose the answer that best suits your experience. If a certain topic received no attention, only because you already mastered this, you may choose the answer '0', which refers to 'Irrelevant because I already mastered this'.

0 = Irrelevant because I already mastered this

1 = Not

2 = Sometimes

3 = Quite regularly

4 = Often

5 = Very often

0 1 2 3 4 5

1 Professional code of conduct

[ ] [ ] [ ] [ ] [ ] [ ]

2 Classroom management

[ ] [ ] [ ] [ ] [ ] [ ]



- 3 School-community relation
- 4 Professional standard of teaching
- 5 Assessment relation and practice
- 6 Developing teaching and learning materials
- 7 Any other topic that have been handled

**Part D. Practical matters and personal care**

How much attention did the following topics receive in the induction program?

1 = Not at all

2 = A little

3 = Sufficient

4 = Very much

**1 2 3 4**



- 1 My headteacher reminded me of important data such as days to hand in  
[ ] [ ] [ ] [ ] grades or meetings
- 2 Explanation was provided about school rules [ ] [ ] [ ] [ ]
- 3 In the induction programme, there was attention for personal issues [ ] [ ] [ ] [ ]
- 4 In the induction program, there was attention for practical matters such as how does  
the Msrc software work and where can I find certain data [ ] [ ] [ ] [ ]
- 5 In the support there was attention for typical problems of new teachers [ ] [ ] [ ] [ ]
- 6 My headteacher explained, who I could turn to for various questions [ ] [ ] [ ] [ ]
- 7 In the induction programme there was attention for the  
well-being of new teachers [ ] [ ] [ ] [ ]
- 8 In the induction programme was attention for handling the workload [ ] [ ] [ ] [ ]



**Part E. School Culture**

How did you experience the climate among colleagues, apart from the support of newly recruited teachers? Please indicate how strongly you agree with the following statements.

1 = Disagree totally

2 = Disagree

3 = Not disagree/ not agree

4 = Agree

5 = Agree totally

**1 2 3 4 5**

1 In the first year I was teaching, I was supported by the  
school's management

2 Colleagues helped me quickly to find my way at school

3 If I experienced difficulties, I was supported by an  
experienced colleague

4 Among new teachers there was a strong feeling of solidarity



5 I could always ask my colleagues about anything

6 If I had a problem I could not easily ask for help

7 If it were necessary, I had always someone to turn to

**Part F. Your experience of the induction programme**

How did you experience the induction programme? You may answer how strongly you agree with the following general statements about support for newly recruited teachers and the statements about the support you received.

1 = Disagree totally

2 = Disagree

3 = Not disagree/ not agree

4 = Agree 5 = Agree totally

**General statements** **1 2 3 4 5**

1 As a teacher you have to find out for yourself what works well,  
a mentor cannot really help you with this





2 An induction programme helps you to become a better teacher

3 With support you learn faster how to teach

4 Without the support of an induction programme one learns just as much  
as with the support of an induction programme

5 An induction programme makes the first year more pleasant

6 An induction programme in the first year of teaching is important  
for one's self confidence

7 An induction programme makes you feel at home in the school  
more easily

**Your perception of the received support**



**In my first year of teaching**

**1 2 3 4 5**

8 I missed the support of an induction programme

9 I received too much support of an induction programme

10 I received good support of an induction programme

**Your perception of your work:**

11 I like my work very much

12 The next few years, I like to keep working as a teacher

13 I regret I once made the choice of becoming a teacher

**Part G. Your experience in your first year of teaching**

Please indicate how you experienced your first year of teaching.



**In my first year of teaching**

**1 2 3 4 5**

1 I felt welcome

2 I felt at ease



- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3 I felt stressed  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I felt insecure  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I felt lost  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I felt supported   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 I felt appreciated                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I felt at home.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 I was satisfied with my teaching practice                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 I felt alone  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 I felt equal to more experienced colleagues             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 I felt taken seriously by my colleagues                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Because of the induction programme</b>                  | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 |
| 13 I learned to keep better order in the classroom         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 I was better able to reflect critically                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 I improved to organize my lessons                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 I learned to deal with sensitivities of students better | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17 I improved my interpersonal relationships with students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

18 I was better able to help students understand the subject matter

19 I was more able to motivate students

20 I started paying more attention to students' understanding  
of the subject matter

21 I became a better teacher

22 I learned more efficiently how to teach

**Thank you so much for your collaboration**



## APPENDIX B

### INTERVIEW QUESTIONNAIRE

I am a final year Master in Education student of the University for Development Studies and currently conducting a study on “Examining the Effects of induction training programme on newly recruited teachers”. This exercise is purely for academic purpose and any information you divulge will be strictly confidential. Thank you in advance for accepting to participate.

#### SECTION A: Demographic Background of Headteacher and DEO Staff

1. Gender Male  Female

2. Nature of Participation

Headteacher  DEO Staff

3. Number of years serve in current position

One  two  three  more than three

4. Qualification of respondent

Certificate  Diploma  Degree  others

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



2. If No, why you have not been able to  
organise.....

3. A. If Yes, how long does it take place,

- a. one day,
- b. one week
- c. two – three weeks
- d. one month
- e. none

B. If none of the above, please, specifies the  
duration.....

4. Which of the topic, do you handle during the induction? **Please Tick**

- a. Professional code of conduct [ ]
- b. Classroom management [ ]
- c. School-community relation [ ]
- d. Professional standard of teaching [ ]
- e. Assessment relation and practice [ ]
- f. Developing teaching and learning materials [ ]



5. If you have not organise induction training for newly recruited teachers, would you want to consider it in the future? Yes/No

6. If yes, which of the topics in question 4 would you include and why.....

.....  
.....

7. Which people would you consider to handle the topics in the training list them.....

.....

8. What are some of the effects of formal induction training programme on newly recruited teacher? .....

**Thank you so much for your collaboration**

