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**EVALUATING ORIENTATION PROGRAMMEMES FOR NEWLY
TRAINED TEACHERS IN YENDI MUNICIPALITY**

ALIU MURTALA MOHAMMED

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**EVALUATING ORIENTATION PROGRAMMES FOR NEWLY
TRAINED TEACHERS IN YENDI MUNICIPALITY**

BY

ALIU MURTALA MOHAMMED

(UDS/MTD/0038/14)

**A THESIS SUBMITTED TO THE GRADUATE SCHOOL, UNIVERSITY
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LIST OF ACRONYMS

GES:	Ghana Education Service
DBE:	Diploma in Basic Education
GNAT:	Ghana National Association of Teachers
B.Ed.:	Bachelor of Education
MA:	Master of Arts
MPhil:	Master of Philosophy
TLMs:	Teaching and Learning Materials
SPSS:	Statistical Package for the Social Science
SBA:	School Based Assessment
HR:	Human Resource
COPA:	Competency Outcomes Performance Assessment
NRCD:	National Redemption Council Decree
SMCD:	Supreme Military Council Decree
PNDC:	Provisional National Defence Council
LI:	Legislative Instrument
ROPES:	Realistic Orientation Programmes for Employee Stress
NVQ:	National Vocation Qualification
TDLB:	Training and Development Lead Body
TD:	Training and Development



Candidate's Declaration

I, hereby declare that this submission is my own work and to the best of my knowledge, it contains no material previously published or accepted for the award of any degree, except where due acknowledgement has been made in the text.

ALIU MURTALA MOHAMMED

(CANDIDATE'S NAME)

Signature:

Date:

Supervisor's Declaration

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

DR. ABDUL-RAZAK KUYINI ALHASSAN

(SUPERVISOR'S NAME)

Signature:

Date:



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I dedicate this work to my late father, Alhaji Aliu Ibrahim, may his soul rest in perfect peace. Father, you are not there to see how your children are striving to make an impact on the earth. May the Almighty Allah grant you all the comfort in the hereafter and have mercy on all your children.



ABSTRACT

Orientation programmes for newly trained teachers in Yendi Municipality are usually not organised and conducted properly in the Municipality. This research work is aimed at investigating the organisation, conducting and evaluation of orientation programmes for newly trained teachers in the Municipality for the past ten years. The research design was mixed method design and the approaches were qualitative and quantitative. Both teaching staff and officers from the Ghana Education Service in the Yendi Municipality were the target group. Ninety-eight out of four hundred and thirty-five teachers were selected for the investigation using quota and snow ball sampling. Two training officers were selected using purposive sampling. The investigator took information from one hundred respondents. Questionnaire, interview guide and observation check list were the instruments that were used to gather data on teachers experiences regarding orientation programs and its impact on teacher performance. The research data was analysed using descriptive analysis. Results from the investigation showed that needs assessments were not always conducted before the organisation of orientation programmes, orientation programmes were mostly organised in classrooms which were not convenient for participants and facilitators mostly lectured at the programmes. It was concluded that orientation programs for newly trained teachers were not properly organised in terms of the conduciveness of the venues, conducting of needs assessment and presentation methods. Organisers should always conduct needs assessment on head teachers, and trained teachers, orientation programmes need to be organised at very conducive venues and facilitators need to vary their presentation methods during delivery.



INTRODUCTION

1.0 Background to the Study

The American Society for Training and Development (ASTD) estimates that U.S. organisations spend \$109.25 billion on employees' learning and development annually, with nearly three quarters (\$79.75 billion) spent on the corporate sponsored training activities with the remainder (\$29.50 billion) spent on external services (ASTD, 2006). With such a considerable investment in employee training, new employee orientation is an important component of this amount (Chen, 2010).

An orientation programme is a form of employee training designed to introduce new employees to their roles and responsibilities, co-workers, and organisations (Klein & Weaver, 2000). Well-designed orientation programmes provide a positive return for the employer in many ways: employee productivity, loyalty, retention, and contribution. Orientation can be viewed as a special kind of training designed to help new employees to learn about their tasks, to be introduced to their co-workers and to settle in their work situation – a vital ingredient of internal corporate communication (Bennett, 2001). In most organisations, whether profit or non-profit making, orientation programmes are usually organised for newly recruited employees.

In the Ghana Education Service (GES) for instance, orientation programme is also organised for newly trained teachers. Ghana Education Service was established in 1974 by NRCDC 247. Subsequently, the Ghana Education Service act was amended by NRCDC 252, 357 and SMCD 63 laws. The GES is governed by a fifteen-member council. It was established as Ghana teaching service which was



later re-named Ghana Education Service as a pre-university education regulator (www.udsspace.uds.edu.gh) (Sarpong – Nyavor, 2012). GES exists to carry out government’s vision of using quality education delivery to accelerate the nation’s socio economic development through the following action plan:

- Expanding access to education at all level of education
- Providing and improving infrastructural facilities
- Raising the quality of teaching and learning for effective outcomes
- Making education more relevant to national goals and aspiration by focusing on vocational and technical education
- Making tertiary more cost effective (Sarpong – Nyavor, 2012)

The Ghana Education Service is responsible for the implementation of approved national policies and programme relating to pre-tertiary education. Its mandate is as follows:

1. To provide and oversee basic education, Senior Secondary Education, Technical Education and Special Education.
2. To register, supervise and inspect private pre-tertiary educational institutions.
3. To submit to the Minister, recommendations for educational policies and programmes.
4. To promote the efficiency and full development of talents among its members.
5. To register teachers and keep an up-to-date register of all teachers in the public system.
6. To carry out such other functions as are incidental to the attainment of the functions specified above.



7. To maintain www.udsspace.uds.edu.gh professional standards and the conduct of its personnel (Sarpong – Nyavor, 2012).

The Vision of Ghana Education Service is to create an enabling environment in all educational institutions and management positions that will sustain effective teaching and learning in school and promote management efficiency within the Service. The GES is charged with the responsibility of implementing pre-tertiary education policies of government. This is to ensure that all Ghanaian children of school-going age are provided with quality formal education and training (Sarpong – Nyavor, 2012). In implementing these responsibilities and actions, the Ghana Education Service ought to organise orientation programmes for its newly recruited staff at all levels for effective performance of their duties.

Yendi Municipal Directorate of the Ghana Education Service, for example, organises and conducts orientation programmes for its newly trained teachers almost every year. Orientation programmes for newly trained teachers in Yendi Municipality involves the process of taking newly trained teachers through a series of activities at a training programme in order for them to acquire the necessary skills and knowledge so as to be able to perform their jobs effectively and efficiently.

The Yendi Municipal Directorate of Education is one of the decentralized departments under the Municipal Assembly. The Directorate is headed by a substantive Director of Education and assisted by four frontline Assistant Directors who head four (4) units. These are Finance and Administration, Planning and Research, Human Resource Management and Development and Monitoring and Supervision. Each unit is headed by an Assistant Director who reports regularly to the Municipal Director. Officers of the rank of Principal



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Superintendent or above assist these Assistant Directors in the execution of their duties. These officers are in turn assisted by junior officers. There are also desk officers in charge of Guidance and Counseling, School Health Education Programme (SHEP), Girl-child Education, Public Relation Officer, District Head teachers Adviser, Ghanaian Language and Culture, Workers' Welfare and Pre-schools. The Municipality is situated in the eastern corridor of the Northern Region. The Municipality has seventy-one basic schools zoned into circuits. The circuits are; Yendi East, Yendi West, Yendi North, Yendi South, Yendi Central, Sunsong, Malzeri, Adibo, Ngani and Gbunggaliga circuits.

The Municipality almost every year organises and conducts orientation programmes for newly trained teachers who are posted to the Municipality. These teachers need the orientation programmes in order to fit well in Ghana Education Service and also able to perform their job effectively. Most of the things teachers are trained in at these orientation programmes are normally not taught at the colleges. So the Municipal Education Office will always organise and conduct an orientation programme for the teachers to equip them with the requisite skills and knowledge in the following areas;

1. Scheme and conditions of service of Ghana Education Service
2. Conventions on the rights of the child.
3. Usage of attendance and movement book.
4. Correspondence.
5. Marking of children exercise and recording (SBA, terminal report cards, cumulative record book)
6. Counseling services.



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Equipping the newly trained teachers with the requisite skills and knowledge on these topics will make them very effective in the performance of their job. But then, the way and manner by which the orientation programmes are organised and conducted make it difficult for its aims and objectives to be achieved.

Time and again these orientation programmes are organised for newly trained teachers without conducting needs assessment. Needs are the difference between the current performance or achievement and desired accomplishment. Needs are also seen as a gap between current and desired results. Assessment on the other hand is the systematic collection and analysis of information to improve employees' performance. Needs assessment therefore is the process of finding out the difference between current performance and the desired accomplishment. Needs assessment can also be seen as the systematic study of a problem or innovation, incorporating data and opinions from varied sources in order to make effective decisions or recommendations about what should be done or happen next (Allison, 1987).

Needs assessment is a tool for making better and informed decisions.

There are five steps involved in conducting needs assessment. These include;

1. Identify problem and needs
2. Determine design of needs assessment
3. Collection of data
4. Analyse data
5. Provide feedback (Allison, 1987).

So therefore part of the investigator's problem has to do with the organisation of orientation programmes without conducting needs assessment. Also as part of the investigators problem key factors are left out when it comes to the organisation



and conducting of orientation programmes. It is against these factors that the investigator wants to research into the organisation and conducting of orientation programmes in the Municipality.

1.1 Statement of the Problem

Based on preliminary information obtained from discussion with some teachers in the Municipality as well as observations made, orientation programmes are not always organised and conducted properly for newly trained teachers in the Municipality. For instance, organisers and trainers did not always conduct needs assessment before organising orientation programmes. Needs assessment is a systematic approach to studying the state of knowledge, abilities, interests or attitudes of a defined audience or group involving a particular subject. Organisers do not also conduct orientation programmes at conducive places. Thirdly, most of the resource persons who were selected to facilitate these programmes were without the technical know-how. Finally, organisers and trainers did not always evaluate orientation programmes in the municipality and they (organisers) did not give participants the opportunity to assess orientation programmes. In the face of all these the following problems were encountered:

1. Teachers were not trained in relevant topics that will fill the skill gap. That is to say, trainers trained teachers in skills they did not need.
2. Trainers were not able to identify newly trained teachers capacity building issues. That is trainers were not able to distinguish between what a newly trained teacher could or could not do.
3. The Municipal Directorate will not be able to select the right people as resource persons. This is because the skill gap is not known to the Municipal Directorate of Education.



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4. Organisers also ended up designing inappropriate activities for the orientation programme. The time allocated for the orientation programmes were not enough a times.
5. Teachers lagged behind in terms of progression of on the job. For instance most teachers did not know when, how to apply for confirmation.
6. Teachers did not know when there were due for promotions from one grade to another.
7. Teachers were not properly oriented on the following; child rights, conditions of service in Ghana Education Service, grievances handling procedures and conflicts management
8. Teachers lost interest in the job, hence low performance and low achievement resulting in poor performance at the BECE examination.
9. Many teachers left the service.

It was against this backdrop, that the research conducted.

1.2 Research Objectives

The main objective of the research is to find how orientation programmes is organised for newly trained teachers in Yendi Municipality. That is;

1. To find out newly trained teachers experiences on orientation programmes in Yendi Municipality.
2. To find out how orientation programmes were organised for newly trained teachers in Yendi Municipality.
3. To assess the impact of orientation programmes on teachers retention as well as their performance in the Yendi Municipality.



1.3 Research Questions

The main research question to be investigated in this study is how orientation programmes is organised for newly trained teachers in Yendi Municipality. The study is aimed at finding answers to the following research questions.

1. What experiences do newly trained teachers have on orientation programmes in Yendi Municipality?
2. How are orientation programmes organised for newly trained teachers in Yendi Municipality?
3. What impact do orientation programmes have on newly trained teachers' retention and their performances in schools in the Yendi Municipality?

1.4 Significance of the Study

Investigating into the organisation and conducting of orientation programmes will help organising officers in Yendi Municipal Education Service to be able to effectively and efficiently organise and conduct orientation programmes for newly trained teachers. After the research work, organisers of orientation programmes in the Municipal Education Office will be able to effectively organise orientation programmes and fully achieve the objectives of the orientation programmes. Revelations from the investigation will guide organisers and trainers in subsequent organisation of the orientation programmes. Also, the research work will lead to proper selection of facilitators based on their competency and expertise in order to have an effective programme. The findings made organisers of orientation programmes in the Municipality to appreciate the need for good facilitation at orientation programmes. The research work will bring



out the co-relations www.udsspace.uds.edu.gh between presentations and achievement at orientation programmes.

Furthermore, the investigation will lead to effectiveness and efficiency of newly trained teachers in the basic schools. Teachers will be able to perform efficiently and effectively at the basic schools after undergoing orientation programmes since those programmes are going to be effective. This will lead to confidence building in teachers. Teachers will then be motivated to work as they develop interest in the work.

Again, the research work will lead to retention in Ghana Education Service, since newly trained teachers will have an insight into the profession when the right topics are treated at the orientation programmes. In a situation where newly trained teachers are properly taken through the ethics of the profession, like conditions and scheme of service, correspondence, classroom management etc. it will motivate teachers to stay in the service.

More so, the investigation will make the Municipal Directorate of Education to appreciate the need for evaluating orientation programmes. The research work will make the Education Directorate to realise the importance of orientation programmes. Training officers will get to realise that there are a lot of things they will be missing if they do not allow participants to evaluate orientation programmes. They will only get to know a number of things when participants are given the opportunity to bring out their views about a variety of issues on orientation programmes. Finally, findings from the research work will be used as literature for subsequent researchers who will be studying in the same area.



1.5 Delimitations

Yendi Municipality, the place selected for the investigation is situated in the Northern Region of Ghana and lies between Latitude 9°–10° North and 0°–3° West and 0°–15° East (Ghana Statistical Service, 2014). The Municipality shares boundaries with six other District Assemblies. These are; Saboba and Zabzugu Districts to the east, Gushegu and Chereponi Districts to the north, Nanumba North District to the south, and Mion Districts to the west. The Municipality is strategically located at the center of the eastern corridor of the Northern Region and has a landmark of 1,446.3 sq. km. (Ghana Statistical Service, 2014). Yendi, the capital of the Municipality is about 90 km from the Northern Regional capital, Tamale.

The target groups are teachers, head teachers and assistant head teachers. The Municipality has one hundred and thirty-five (135) schools zoned into circuits with a teacher population of four hundred and thirty (430). The circuits are; Yendi East, Yendi West, Yendi North, Yendi South, Yendi Central, Sunsong, Malzeri, Adibo, Ngani and Gbungbaliga circuits. In order to effectively undertake this research work with the limited resources that is available to the researcher, the researcher has therefore decided to select a number of schools out of the lot. This is to enable him carry out a comprehensive and thorough investigation into the topic under discussion.

1.6 Limitations

The researcher found it extremely difficult to contact most officers at the education office since they are all senior colleague teachers. These senior officers would most of the time explain to the investigator that the nature of their work will not allow them to respond to questionnaires. The investigator had to go to the



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office a number of times before he could get responses from them. There are also teachers who thought the researcher was been paid to conduct the investigation and were of the view that if that is the case then their share of the money need to be specified and given to them before they can provide information for the research work. A teacher stated categorically that he was not convinced that the researcher was not doing this for money. The researcher even showed him an identity card together with the municipal director's letter but that did not convince him to respond to the questionnaire. So the researcher had to look for another person. A head teacher decided that he will only provide information for the work after he has made a photocopy of the questionnaire. The researcher agreed to the condition without any question. There were also some head teachers who thought that it was good to paint a good picture of the situation and so for that matter decided to hide the real picture of the situation. The investigator had to explain to them that they need to state the facts as they are on the ground so that the purpose for which the investigation is being carried out is realised. The geographical location of the researcher and his supervisor also made it difficult for the investigator to visit his supervisor regular. The researcher stays about 94 kilometers away from where the supervisor is. Apart from the distance between the supervisor and the researcher, there was also the case of how to find a suitable and convenient time for both of them. The researcher works with the Ghana Education Service whilst the supervisor is a lecturer at the University for Development Studies. Saturdays and Sundays were seen as the appropriate days for meeting but there were other weekends that the supervisor had lectures. So meeting on those days was not possible.



1.7 Organisation of Chapters

The research work is made up of five chapters. In each of these chapters there are a number of sub-headings. The first chapter which is the introductory chapter starts with the background to the study. This section gives meaning to the research work. It makes the intention of the researcher clear. The second heading under this chapter is the statement of the problem. Under this heading the problem identified is stated in simple clear terms. Research questions come after the statement. It compiles some major questions which need to be answered by the research work. This is followed by objectives of the study. It state in clear terms what the research work is aimed at solving. That is to say the challenge or problem the researcher intends to solve in the organisation and conducting of an orientation programme. Significance of the study is the next section under chapter one and it deals with the category of people(s) who benefits(s) from the study and how they will benefit. The other sections under this chapter are delimitation and overview/organisation of chapters. Whilst delimitation shows the scope of the study, overview/organisation of chapters informs the reader of what the various chapters contain.

Chapter two is next on the study and it has seven sections. Amongst these are introduction theoretical literature review and review of related literature. Theoretical review forms the theoretical base for the research. This is where the investigator will bring out the previous researches that are done under the topics, their findings, interpretations, conclusions and recommendations. It talks about related theories on the topic. It will set the current research (this investigation) into perspective. This section will show how the present research fits into the whole scheme of things.



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The next chapter of the research work is chapter three which has two sections. The first section is methodology. This is where the investigator will indicate the type of method to be used to conduct the investigation the design and the instruments or tools to be used in the collection of data. The second section is subjects and it includes the population, sample and sampling procedures. The section also talks about the target group and the method used in selecting respondents. Presentation, analyses and discussion of data is the second to last chapter of the study. It contains tables and figures and statistical presentation.

Chapter five (5) is the final chapter. It has in it summary where data interpreted is simplified into a simple statement explaining the implication of data. The chapter also has in its conclusion and recommendations. Here the researcher will make a statement base on the findings of the research and proceeds to suggest interventions that are possible practical solutions that can be used to solve the problem at hand.

1.8 Chapter Summary

This chapter has stated the background of the study, in which the relationship between orientation and training are briefly looked at. Also in this chapter the role, vision and mission of the Ghana Education Service are all explained. This is followed by the statement of the problem. The problem statement clearly stated the problem in simple clear terms. This is followed by the research questions. The researcher dealt with three main question covering the organisation, the conducting and evaluation of orientation programmes. The investigator also stated his objectives in this chapter. Like the research questions the objectives are also three covering the organisation, conducting and evaluation of orientation programmes. The researcher then identified the group of persons



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who will benefit from the investigation under the heading, significance of the study. Delimitations concerned itself with how the investigator restricted himself to the number of participants he could cover. And the final subheading overview or organisation of chapters stated systematically how each chapter is organised and what it talked about.



LITERATURE REVIEW

2.0 Introduction

In this chapter the theoretical framework of the study is stated. Also, literature is reviewed on the key areas that the study covered. The literature study entails a critical examination of literature sources which have a bearing on the topic. With a focus on the objectives and theoretical thresholds of this study, related and current literature on the concept of employee orientation and its influence on performance are reviewed under this chapter.

2.1 Concept of Orientation

An orientation programme is a form of employee training designed to introduce new employees to their roles and responsibilities, co-workers, and organisations (Klein & Weaver, 2000). Well-designed orientation programmes provide a positive return for the employer in many ways: employee productivity, loyalty, retention, and contribution. Consequently, new employee orientation is of a major importance to the organisation and an important focus for most human resource departments. Orientation can be viewed as a special kind of training designed to help new employees to learn about their tasks, to be introduced to their co-workers and to settle in their work situation – a vital ingredient of internal corporate communication (Bennett, 2001). Orientation can be seen to be concerned with equipping newly employed workers with the requisite skills needed to perform the duties of the job. Orientation therefore is a type of training that is organised for newly employed workers in an organisation.



2.2 Benefits of Orientation Programmes

There appear to be several benefits of employee orientation. It is widely accepted that organisational performance depends at least partly on the behavior of employees and that these behaviors can constitute a source of sustainable competitive advantage (Huselid, 1995; Huselid et al. 1997; MacDuffie, 1995). Employee orientation affects organisational performance through its effect on employee learning and behavior-thus;

Orientation programmes help minimise breakages. When orientation programme is conducted on new employees the tendency for them to make mistakes is reduced to the minimal. When this happens there won't be wastages in the system. Employees' effectiveness and efficiency is improved. This is as a result of the fact that employees are giving an insight as to what the job entails. This goes on to increase productivity.

Also, orientation programmes builds employees confidence and arouses their interest. When newly employed worker go for an orientation programme, they are taken through the processes involved in performing their jobs. This reliefs them of any anxiety. Newly employed at that point are therefore eager to get to work in order to put whatever they have learnt at the orientation programme into practice. This serves as a source of motivation to them. Employees are therefore left with no other option but to put up their best.

Finally, orientation programmes reduce conflicts and improve communication. New employees get to know about the code of conduct, scheme and conditions of service and the channels of communication in the organisation.



2.3 Factors That Influence the Effectiveness of

Orientation Programmes

In order for one to be able to organise and conduct an effective and efficient orientation programme, certain factors need to be considered. Amongst these factors include;

First and foremost, topics to be treated at the orientation programme need to be based on the needs of participants (newly employed). Needs in this case is the gap that exists between what employees know and what they are employed to do. Organisers together with management need to investigate to find out what should be included in the programme. Therefore needs assessment need to be conducted before the organisation of orientation programmes.

Secondly, a conducive place or environment is needed for an orientation programme. This will enhance delivery and learning. Such an environment makes participants to feel at home and to be able to concentrate on what they are taken through. When there are facilities such as places of convenience and electricity, the movements of participants are reduced.

Thirdly, suitable assessment can help balance the varied needs of employees and the company. The purpose of an assessment is to determine how well orientation programmes meet both the needs of the organisation and those of the new employees. Two sources for assessment are recommended for HR specialists. One is the new employees themselves and the other is the leaders of the organisation. A survey can be used for employee assessment. Management actively involved is critical and they are a good resource to provide feedback for improving orientation programme (Chen, 2010).



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Also, the ability of facilitators to be able to competently present sessions at an orientation programme can contribute to either the success or failure of the programme. In this sense facilitators at an orientation programme need to be professionally competent in their deliveries.

2.4 Needs Assessment

Needs are the gap that exist between what employees know and what they are employed to do. Assessment on the other hand is the systematic collection and analysis of information to improve employee's performance. Needs assessment is essentially the process of determining the discrepancy between the existing and the needed competencies of the worker. Needs assessment is a systematic approach to studying the state of knowledge, abilities, interest or attitude of a defined audience or group involving a particular subject. Needs assessment is conducted for a specific group, government or business in order to improve effectiveness or productivity. The focus of needs assessment is to improve performance or conditions. Needs assessment defines what results to achieve and what activities or solutions will best accomplish those results.

Large scale needs assessments typically require a more detailed needs. This basically involves five steps;

1. Identification of problem and Needs
2. Determining Design of needs assessment
3. Collection of data
4. Analysing of needs
5. Provision of feedback



2.5 Theoretical Framework

The framework for designing new employee orientation is called “ROPES,” an acronym for Realistic Orientation Programmes for new Employee Stress (Wanous, 1992). Future research on newcomer orientation should be guided by a clear definition of the conceptual domain, borrow liberally from related areas of inquiry, be conducted in field settings, and use experimental designs.

The first principle is to include realistic information at the orientation. This means that newcomers should be forewarned about the typical disappointments they can expect, as well as adjustment problems that might occur with increasing experience, not just those associated with entry shock.

The second principle is to provide general support and reassurance to newcomers. This principle represents the emotion-focused approach to stress coping. In many organisations, a common fear among newcomers is that they will not be good enough to succeed, e.g., making partner in a law firm, or making it through the basic training in the military. Organisations should determine the actual success rates and communicate these to newcomers, because sometimes newcomer expectations are overly pessimistic, as has been found in empirical studies of military recruits (Thomas and Anderson, 1998; Wiskof, 1977).

The third, fourth and fifth principles are taken directly from the behavior modeling method of training (Goldstein and Sorcher, 1974). Briefly, they are, (a) use models to show coping skills, (b) the model actions should be discussed and (c) rehearsal is necessary (Wanous, 1992). Taken together, these three principles from behavior modeling training represent the second major way for newcomers to cope with entry and adjustment stress, that is the problem-focused



www.udsspace.uds.edu.gh approach (vs. the emotion-focused approach). These principles are meant to be applied to the teaching of interpersonal skills important for newcomer adjustment. One other way to define the conceptual domain of orientation is to answer four questions: (a) Who? (b) When? (c) What? (d) How? The “who” question is relatively easy because newcomers to organisations are included by definition. Second, the “when” of orientation has been a matter of some debate (John and Arnon, 2000). Most writers seem to agree that orientation is the first, or close to the first event in the actual entry of newcomers to organisations. Wanous (1992) asserted that orientation includes the first day and up to the first week after entry. Third, the “what” question refers to the content of orientation. According to the British survey three areas are covered in most orientation programmes: (a) health and Safety (b) terms and conditions of employment and (c) the organisation itself. The final element of our definition concerns how new employee orientation is accomplished. Several complementary methods for “teaching” newcomers can be used. The two basic approaches are problem-focused methods and emotion focused method (Lazarus and Folkman, 1984).

New orientation and organisational socialisation have some elements in common. They are similar in that both are concerned with the post-entry topics. A second similarity is that both are concerned with issues of person-organisation “fit,” as previously articulated by Wanous (1980, 1996).

According to Rousseau (1995, p.9), a psychological contract concerns “beliefs that individuals hold regarding promises made, and relied on between themselves and another (employee, client, manager, organisation).” Contracts are conceptualized as a within-person individual level phenomenon. There are two clear similarities between psychological contracts and orientation. First, both



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concern beliefs and expectations. Second, one main purpose of new orientation is to begin conveying the psychological contracts. For those organisations having written contracts, orientation appears to be the logical time for distribution.

Also, there are several similarities between orientation and training. First, both are primarily concerned with organisational influence on employees, rather than the reverse. Second, both are programmes rather than processes, and that makes the literature on training methods and training evaluation particularly relevant for orientation. Third, both suffer from the same problem that plagues all “programmes,” that is, it is often difficult to evaluate the effectiveness of the various individual components of the programme. Finally, both orientation and training can involve behavior modeling as a training method (John and Arnon, 2000).

A number of studies conducted previously on orientation programmes covered various aspects of the programme. Some of these studies have covered areas that are of interest to the researcher. For instance, Rajiv and Kapil (2015) conducted an evaluation research on orientation concentrating on the following areas:

In their work, they investigated to find out whether or not every newly employed person had the opportunity to attend an orientation programme. The results they had showed that more than half of the employees did not attend orientation programmes. The reason had been that the programme was scheduled at a time that was not convenient for the newly employed. Also, they investigated to find out whether or not the objectives of the orientation programmes were always achieved. That is to find out whether the purposes for which the orientations were organised were achieved. It was then realised that only 18% of the respondents agreed to understanding contents at the orientation programmes. The rest said



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there was no improvement in understanding. They (Rajiv and Kapil) cited major factors facilitating learning of the participants during orientation programmes as experienced speakers and good topics. On the other hand, major factors hindering learning of the participants during orientation programmes as one-day programme and very lengthy sessions. The very lengthy sessions resulted in stress whilst the one-day programme put participants under pressure to accomplish more within the shortest possible time. Furthermore, Rajiv and Kapil investigated the time management at orientation programmes. The investigation tried to find out whether time is effectively managed at orientation programmes. Finally, the time period allocated to the orientation programmes was seen to be too short. A three day period was proposed by the respondents.

While Rajiv and Kapil (2015) covered these areas in their investigations, in Yendi Municipality there are other areas that are of concern to the investigator. One of such areas is the conducting of needs assessments. Needs are seen as a gap between current and desired results. Assessment on the other hand is the systematic collection and analysis of information to improve employees' performance. Needs assessment therefore is the process of finding out the difference between current performance and the desired accomplishment. This is one area that the investigator intends to go into so as to find out whether or not needs assessments are conducted before the organisation and conducting of orientation programmes. Another, area that this investigation intends to cover is modality in the selection of facilitators. The investigator intends to look at how facilitators are selected for orientation programmes. The investigation will look into the modality in selecting facilitators. The investigator intends to find out how facilitators are picked to handle the various topics in orientation programmes.



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Also, in the Municipality it is also necessary to research into the appropriateness and comfort ability of orientation programmes venues. This is an area this research work will delve into so as to find out about the facilities in which these orientation programmes are conducted. Furthermore, punctuality in the organisation of orientation programmes is an area that also needs investigation when it comes to orientations in the Municipality. The researcher intends to find out whether or not orientation programmes are regularly organised. More so, the research work will look into the usage of TLMs at the orientation programmes. The investigation will try to find out whether or not facilitators use TLMs in their presentations. Finally, the investigation will try to find out whether or not orientation programmes are evaluated. The investigation will go on to determine whether orientation programmes are evaluated by participants.

Sarpong - Nyavor (2012) in more general terms covered the following areas: frequency of programme, organisations that organised and facilitated the programmes, venues and timing. Additionally, data was requested about the forms of facilitation, topics/issues treated, formats of the curricula and overall quality of the programmes. These issues were therefore seen as those that influence the effectiveness of any orientation programme.

She covered the venue of orientation programmes in her investigation. She investigated to find out whether the venues are always accessible and convenient. It was revealed that GES offices/employees' work places served as the dominant venue for the orientation programmes. The reason was that it was affordable, proximity, accessibility and availability. Other factors were the need to combine work with facilitation on the part of both facilitators and learners. This was also because employees felt more at home than at external venues so that the learning



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environment associated with them is generally more convenient and acceptable to them. This investigation unlike Sarpong – Nyavor, would investigate the comfortability of the venues.

Furthermore, the investigation also targeted the timings of the orientation programmes. This was to find out whether orientation programmes are organised at the right time. Sarpong – Nyavor (2012) is of the view that timing plays a useful role in ensuring participation by the target population and the effectiveness of any orientation programme. Her investigation found out that orientation programmes were normally organised during normal working hours. This she said is done on a number of reasons:

First, to suit participants' characteristics; the characteristics include their work schedules, domestic commitment, social commitments and leisure hours. Secondly, the use of normal working days served the purpose of cutting down financial cost by negating the need to pay weekend allowances to facilitators as well as the use of public utilities in the form of electricity and water. Furthermore, the prominence accorded to normal working hours is in conformity with the need to enhance participation as by as many employees as possible since most of them work according to the official working schedule.

Again, Sarpong – Nyavor (2012) looked at facilitation at the workshop. In the case of facilitation she investigated the competency levels of facilitators at the orientation programmes. She was of the view that facilitation goes a long way in influencing the effectiveness of an orientation programme owing to the differences among the employees, the facilitators, topics and environment. The leading activity is talks by resource persons. She insisted that talks by resource person who were invariably experts in the specific areas of study or management



personnel in the www.udsspace.uds.edu.gh units/department concerned served as the foremost technique/medium/activity owing partly to the nature of topics treated at the programmes. It therefore required the expertise of professional and seasoned facilitators to maximize learning. The distribution of activities used for the orientation programmes calls for more attention to be paid to less frequently used activities which show high chances of effectiveness. These activities include open fora/discussion of participants concerns and experiences, observation and use of Audio Visual Aids. The increased use of these techniques/ individual activities would make the orientation programmes more participatory, and thus, more in line with the learner centered nature of adult learning rather than the skewed recourse to talks by resource persons, which tends to be facilitator centered.

More so, Sarpong – Nyavor (2012) looked at the number of topics treated at the workshop. In the case of the topics the concentration was on the number of topics treated at the orientation programmes. She stated that the number of topics/issues treated at orientation programmes would indicate the diversity of knowledge and skills acquired at the programmes. The principle at stake is that the higher the number of topics/issues treated, the higher the participants' level of knowledge and skills. The emphasis on the introduction to work/required job knowledge and skills might be attributed partially to the need to upgrade knowledge and skills of employees whenever they are promoted or offered new position of responsibilities. The second reason must be said to be the role of re-training in enhancing employee performance as and when dictated by circumstances such as technological development and innovation and introduction of new curricula. The boundaries of knowledge and skills keep on increasing on a daily basis so that orientation should incorporate all applicable new forms of knowledge and skills in



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other to avoid obsolescence, decadence, intellectual stagnation, inertia, entropy and retrogression. These potential dangers of paying less attention to introduction to work and required job knowledge and skills are all the more potent in an education sector where the quality of the products (that is school leavers) is supposed to serve as an indicator of the direction of national development. In contrast with the relatively high rating accorded to introduction to work and required knowledge and skills the low emphases placed on introduction to organisation and introduction to work team and co-workers seem to fall in line with need on the part of employees..

Sarpong - Nyavor further on continued to assess the overall quality of the orientation programmes. The assessment was meant to help identify strategies to enhance the effectiveness of future programmes. She revealed that the low levels of commitment reported show a negative correlation between orientation and employee commitment. The unsatisfactorily levels of job commitment calls for deliberate efforts aimed at boosting the commitment of GES employees. Relevant measures include effective and dependable promotion and management appreciation of employee contribution to national development. Again she looked at factors for unsatisfactory transfer of knowledge and skills acquired through orientation to GES employees' practices. She listed them as shown below in order of leading factors:

- Unsuitable working environment
- Lack of motivation
- Unhealthy competition among employees
- Lack of demand-driven motivation to satisfy clients
- Inadequacy of logistics/materials



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- Irrelevance of orientation topics to employees' work
- Lack of intrinsic motivation for performance

She therefore stated that the findings in general attest to the combined effects of the weaknesses of the programmes and the causes of low motivation as well as low job satisfaction among GES employees. The unsuitable working environment e.g. is portrayed by the use of a wooden structure as the Regional Office of the GES. Ironically, in the same vicinity one finds modern structures occupied by employees of other organisations such as Public Services Commission, Ghana Investment Promotion Centre, Volta River Authority, Electricity Company Of Ghana, Ghana Water Company Limited and Ghana Revenue Authority. Additionally, the perception of lack of motivation by GES as the second most important factor for the unsatisfactory transfer is in conformity with the contention by Okpara (2004). Job satisfaction and commitment are primary determinants of the employee turnover, performance and productivity. The findings call for the provision of suitable working environment for GES employees to boost their moral and self-esteem as well as public perception of the importance of the service. She then went on to look at challenges GES encounters in organizing orientation programmes for its employees. The challenges of orientation programmes for GES employees include the planning of the curricular, implementation/training, monitoring and evaluation. The principle derives from the perception of the GES employee as a mature, tested and experienced actor and observer of his/her world including the force at play. The employees' library of knowledge should, hence not be overlooked when orientation programmes are intended to enhance his/her performance. Also in order of greatest challenge she listed them as follows:



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- Quality of programmes
- Frequency of programmes
- Unsuitable working environment
- Inadequate motivation such as promotion for performance
- Non-cooperation of management/ supervisors
- Inadequacy of logistics
- Lack of cooperation of co-workers

From her investigations suggestions to mitigate these challenges were as follows:

- Improved quality of programmes
- Enhanced frequency of programmes
- Suitable working environment provision of adequate motivation
- Cooperation of management
- Adequacy of logistics and cooperation of co-workers.

The hierarchy of strategies roughly reflects the aggregation of the weaknesses of the orientation programmes and the factors for the unsatisfactory transfer of knowledge and skills to employees' practice. The identification of improved quality of programmes for example, is in conformity with the identification of poor organization, the format and topics treated as the top three weaknesses of the programmes. On the other hand the mentioned improved frequency of the programmes tallies with timing/duration as the next most pressing weakness. In the study, unsuitable working environment was reported to be the foremost factor for unsatisfactory transfer of knowledge and skills to practice hence the high rating accorded it as one of the recommended strategies. Additionally, mention of adequate incentives, cooperation of management/supervisors, provision of



www.udsspace.uds.edu.gh logistics/materials and cooperation of co-workers is in line with their identification among the factors for low transfer of knowledge to practice.

Again since two different geographical locations may not have the same problems, there are many other issues apart from the ones Sarpong – Nyavor (2012) has researched on that are identified by this research work and which need to be investigated. For instance: conducting needs assessment. Needs assessment is one very important step when it comes to the organisation and conducting of orientation programmes. The researcher intends to find out whether this important process which is part of training is performed before the organisation of orientation programmes. Another issue that needs investigation is the issue of whether or not orientation programmes are evaluated by participants.

In his article, “What Are the Benefits of New Employee Orientation Programmes?” Richards (2016) identified three broad benefits of orientation programmes. He stated that employee orientation benefits the organisation by providing an opportunity to introduce employees to the fundamentals of the company and their jobs from an administrative standpoint. He indicated that employees benefit from learning the important rules and details of the job and position. During orientation programmes employers will verify any licenses or certificates required for the job –driver’s license, teaching credential and broker’s license. Employees will complete the necessary paperwork, receive and review the employee handbook, learn about and sign up for benefits and learn about some very fundamental elements of the new position--parking arrangements, where the cafeteria and restrooms are, he indicated.

Another benefit he identified was fewer mistakes, faster productivity. The organisation benefits from such factors as reduced turnover or improved



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productivity. Employees benefit from feeling valued and “fitting in” to the new job more easily and quickly.. And, Jean Barbazette says, fewer mistakes are made by the new employees who are more relaxed.

According to him the next benefit of orientation programmes is the ability for the organisation to acclimate the new employee to the culture of the organisation. Many cultural norms are subtle and unstated. Employee orientation can offer an opportunity for new employees to meet and interact with role models who can serve as coaches and mentors during the orientation process. Considering all that Richards (2016) has covered one can therefore state that the current investigation is therefore to go beyond the benefits to find out how well or properly orientation programmes can be organised and conducted in Yendi Municipality so as to achieve these benefits.

“Do teacher induction and mentoring matter?” a study conducted by Ingersoll and Smith (2004) seek to find out whether support, guidance, and orientation programmes which are collectively known as induction for beginning elementary and secondary teachers during the transition into their first teaching jobs is necessary. They covered a number of areas regarding their investigation. One of the areas they covered was the rate of teacher participation as time goes by. The data clearly demonstrate that the number of teachers who receive some kind of formal induction and mentorship has dramatically expanded in recent years. They indicated that currently, the majority of newcomers in the teaching occupation participate in some programme. By 1993-1994, this increased to just over half of beginning teachers. By the 1999-2000 school year, participation rates in induction programmes rose to 8 out of 10. However, although most beginning teachers now participate in some kind of formal induction programme, the particular kinds of



supports that schools www.udsspace.uds.edu.gh provide to them vary. In the 1999-2000 school year, about two-thirds of beginning teachers said that they worked closely with a mentor.

They also investigated the effects of induction on turnover. Their investigation revealed that induction and mentoring programmes helped in teacher retention. Thirdly, they investigated the effects of induction on turnover. The question that was posed was Does receiving any of these supports matter to teacher retention? They found an association between whether beginning teachers received induction and mentoring support and their likelihood of turnover.

But, they also realised that the strength of the association depended on which types of, and how many, supports the beginning teachers had. Some types of support in the first year were associated more than others with a reduced level of turnover. The strongest factors were having a mentor from the same field, having common planning time with other teachers in the same subject, having regularly scheduled collaboration with other teachers, and being part of an external network of teachers. That is, teachers who received these supports were significantly less likely to depart their school at the end of their first year. The weakest factors were a reduced teaching schedule, a reduced number of preparations, and extra classroom assistance. The data also revealed that the above induction supports, activities, or practices rarely exist in isolation. In other words, of those beginning teachers who had some kind of induction, most got several different types of support. To look at the collective impact of receiving more than one support, they tested the effects of packages or bundles of supports on the likelihood of a new teacher leaving the profession or changing schools at the end of their first year. They created several packages each with progressively more supports. They found that, collectively, getting multiple induction components had strong and



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Cuddy (2015) in her research work, “Development of an Evidence-Based Nursing Orientation Programme for a Community Health System” investigated a number of issues concerning orientation programmes. She tried finding out the need for a comprehensive and evidence-based nursing orientation programme at a rural community health system. She looked at the structure of the programme which she taught was not well structured or comprehensive. She revealed that effective organisation and conducting of orientation programmes can lead to retention, productivity and learning. She is of the view that organisations should invest in comprehensive orientation programmes and design them to foster learning, sharing, and integration of information.

She stated that Effective nursing orientation programmes are essential as they prepare newly hired nurses to be successful in their new positions and also promote retention, productivity, and learning (Ragsdale & Mueller, 2005; Ward, 2009). Organisations should invest in comprehensive orientation programmes and design them to foster learning, sharing, and integration of information (Ragsdale & Mueller, 2005). This project focused on development of a comprehensive, evidence-based nursing orientation programme for a rural community health system.

The COPA Model developed by Lenburg (1999), she said, served as the framework for the nursing orientation programme.

Upon review of scholarly literature obtained through CINAHL, Google, and PubMed/Medline, support was obtained for a comprehensive and evidence-based



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nursing orientation programme at the organisation. Comprehensive orientation programmes should provide newly hired nurses with an understanding of the organisation, skills, resources, support, and feeling of being welcomed into the organisation (Carcich & Rafti, 2007). A study by Charleston et al. (2007) revealed that an inadequately structured nursing orientation programme led to confusion about the new hire's role.

She also identified content review as one area and she considered that area too. The nursing orientation programme, electronic version and manual, was presented to the advisory board for review. The advisory board consisted of the CEO, clinical director, IT director, and three nurses from the target population. The advisory board reviewed the nursing orientation programme for accuracy and to determine the applicability, usefulness, and relevance to the organisation. The majority of feedback from the advisory board was positive. They appreciated the organised and succinct format of the orientation programme as well as the two different components (i.e., electronic version and nursing manual) as this was felt to provide a well-rounded programme that would yield standardization for nursing staff. The electronic version of the orientation programme was in a familiar format to the nurses, and the board felt it contributed to ease of use. The clinical director valued the inclusion of a copy of all references and evidence-based data placed with each essential competency in the instructor version of the nursing orientation manual as this information could be easily accessed should nursing staff have any questions; this was the only difference between the two manuals. The advisory board recommended very few changes to the nursing orientation programme after their review. The nurses on the advisory board requested clarification on some of the competencies in the programme as some evidence-based recommendations



yielded updates; the www.udsspace.uds.edu.gh clinical director addressed this with the nurses, and no changes were indicated. The nurses and clinical director also requested some changes in wording and time frames on specific slides. This feedback was reviewed and incorporated into the programme. As nursing orientation programmes need to be continuously updated (Kennedy et al., 2012), an annual review of the nursing orientation programme will be conducted. A committee consisting of the clinical director, IT director, and two members of the target population could conduct the annual evaluation. The programme should remain accurate and include current evidence-based practices, informatics upgrades, and new or modified policies and procedures (Sims & Bodnar, 2012). Review of evidence-based literature and standards of governing bodies (i.e., The Joint Commission) will help to attain this goal.

She therefore indicated the implication of her investigation for practice, research and social change. According to her, the development of the evidence-based nursing orientation programme yielded several implications for practice, research, and social change. By providing nurses with a comprehensive and evidence-based orientation programme, they will be better prepared for practice and patient care within the organization. Health care organisations develop orientation and training programmes to better prepare nurses for the challenges of direct patient care and identify strategies that can be used to keep those nurses employed within the organisation (Newhouse et al., 2007). For organisations to provide the best care possible they must recruit and retain the best health care providers (Newhouse et al., 2007); with the ongoing issue of nurse turnover, retention is crucial (Jones & Gates, 2007). The cost-savings incurred from nurse retention can be passed on to the organization's consumers (i.e., members of the community). Social change



www.udsspace.uds.edu.gh will also be evident as the nurses will experience better job satisfaction and have a sense of ownership as their recommendations have been included in the evidence-based nursing orientation programme. As discussed previously, gaps were identified in the scholarly literature regarding nursing orientation programmes. The current literature focuses on nursing orientation programmes for new graduate nurses and nurses working in specialty areas. Additional nursing research is needed to inform development of generalised evidence-based nursing orientation programmes as well as programmes for organisations with a small nursing staff.

Chen (2010) Southern Illinois University Carbondale gave some Suggestions on Effective Corporate New Employee Orientation Programme for Human Resource Specialists in his journal. Firstly, he stated that, an orientation programme should be well-planned, and comprehensive in nature. An effective development process can improve employee orientation training. He stated that Belilos (1998) suggested three stages for orientation process: a general orientation, a department orientation, and a specific job orientation. General orientation focuses on organization itself, such as organisational goals, mission, values, history, and culture. A departmental orientation includes departmental mission and goals, organisational structure, department functions, products' introduction, etc. A specific job orientation is performance-based or product-based training. It varies with individual positions and focuses on technical training. To satisfactorily meet the above challenges, it is important to note that the first, third, and fourth challenges involve the identification of orientation goals and learning materials. The second challenge addresses the delivery of instruction. Two curricular and instruction models guide the process to resolving the challenges.



He explained that, www.udsspace.uds.edu.gh HR specialists can adapt Finch/Crunkilton model, to organisation and department orientations by changing several inputs. In the first plan phase, HR specialists can change school-related data and community-related data to Organization and department-related data. Also, to balance the needs of employees, it is appropriate to add employee-related data in the first phase as one input for training objectives identification. During the Developing Curriculum phase of the model, it is important to establish informational contents to support company and HR strategy. Implementing curriculum is the third phase. In the step of identify and select learning materials, HR specialists can use an employee handbook as a prime tool in the phase.

The next thing he suggested was the provision of employee handbooks to employees. He stated that an employee handbook was the primary resource in defining the conditions and terms of employment, and the benefits available to employees. Devon (2006) stated that an employee handbook was the company's communication tool for information and policies to employees.

A well-planned new employee orientation programme was important for both employees and the company when supplemented with an employee handbook. Berkeley (2006) explained that a good employee handbook set clear ground rules for employees.

Also, the handbook protects an organisation from lawsuits if an employee claims to have been unfairly disciplined or fired. Weiss (2007) suggested it was best if the employer sent Online Journal of Workforce Education and Development Volume IV, Issue 3 – summer 2010 the new hires a welcome letter, an employee handbook, and a written job description before their first day on the company.

Gavin and Jawahar (2002) suggested the following contents be placed in an employee handbook:

1. Company information: included at the beginning of the employee handbook with a welcome letter, a brief description and a discussion of the company's mission and values.
2. Rules and expectations: addressed by policies, which include prohibited conduct, right to intellectual material, privacy right, arbitration, solicitation, and dress code.
3. Procedures: followed steps or actions if any of the policies or rules is not followed. Procedures included a broad definition of harassment, authority when complaints happen, and an indication of what will follow after a complaint solved.
4. Benefits: required to be included in employee handbooks by US law. Benefits may include social security, unemployment insurance, and workers compensation, whom each benefit applies and what criteria will be used to, and who to contact with questions.

He then stated that assessment and refinement is the last phase of the Finch-Crunkilton model. It is important for HR specialists to value the assessment phase. A suitable assessment can help balance the variety needs from employees and the company. The purpose of an assessment is to determine how well orientation programmes meet both the needs of the organisation and those of the new employees. Two sources for assessment are recommended for HR specialists. One is the new employees themselves and the other is the leaders of the organization. A survey can be used for employee assessment. Management actively involved is



critical and they are a [good resource to provide feedback](http://www.udsspace.uds.edu.gh) for improving orientation programme.

A survey can be conducted with new employees to find out what they want to gain from the orientation training. Kirkpatrick's model can be applied to assess the orientation programmes. Bates (2004) clarified the four levels of Kirkpatrick's model. Level One was to assess learners' reaction to the programme to find out how well they liked it. Level Two assessed the learners' knowledge. Level Three assessed how the learners applied what they learned on their jobs. Level Four measured the impact of the training on the whole organisation. Branham (2005) suggested surveying new hires to find out how to minimize new-hire surprises in the future to meet mutual expectations from companies and new employees. Branham also suggested that "unmet expectations is the primary reason that 4 percent of employees leave the job on the first day and 50 percent quit during the first 6 months. Related is the fact that 40 percent of new executives also fail within the first 18 months" (p. 3).

Management has an important role in new employee orientation. A needs assessment for leaders would assess if anything is missing from the current orientation training. Amble (2006) cited that an agreed-upon plan between the new employees and their supervisors should be prepared to measure the new employee's performance and expectations within the first 12 months. Wheeler (2006) suggested that managers need to provide meaningful discussion and reflective work experience since they controlled all career progression and opportunities of the new employees. Meeting with managers would also help to show concern for employees, provide basis for decision making, and build loyalty. If the training programme failed in the efficiency assessment, the curriculum



www.udsspace.uds.edu.gh instructors will review the development phase to refine the instruction process. If the training programme failed in the effectiveness assessment, the curriculum instructors will go back to the preparation phase to revise the identified course objectives. During the entire process, organisations can develop “buddy” or “mentoring” programme to provide support and guidance for new employees.

American Management Association (AMA, 2010) shared their thoughts on how to make orientation programmes effective. They stated that First impressions last a long time, yet employee orientations can be pretty dull stuff. The goal is usually to get new hires up to speed on work rules and environment. Most companies try to do this as quickly as possible while trying not to bore, discourage, or overwhelm newcomers. But some experts think the goal should be more ambitious because the orientation period gives employers a unique opportunity to impress and engage.

In an article written by Kearney (2010) University of Wollongong, “Understanding the need for Induction Programmes for Beginning Teachers in Independent Catholic Secondary Schools in New South Wales”, surveying teachers across the country found that there were discrepancies between what school administrators reported about beginning teachers receiving induction and the responses of teachers (DEST 2002; Australian Education Union (AEU), 2007; AEU, 2008).

In these reports the AEU (2007) found that more than half of beginning teachers had not participated in formal mentoring in 2006. In 2008, the results from the 2007 survey were no more optimistic. The report found that in 2007, 55.3% of beginning teachers had not been involved in an ongoing induction process (AEU 2008). While there is definitely a discrepancy between Commonwealth



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recommendations (DEST, 2002) and teachers' experiences throughout the country in the years that followed the publication of those recommendations, historically, this is not uncommon according to the Ramsey Report: Teaching is the most reviewed profession in Australia ... since 1980 there have been 20 significant national and state reviews of teacher education. The most common characteristic of these reviews has been the lack of action on their recommendations.

There are far-reaching implications for the failure to heed the recommendations of the Commonwealth in this situation. New teachers often cite failure to receive adequate mentoring and supervision, support in behavior management, excessive responsibilities and failure to recognize and reward professional growth in their early years as common concerns (McCormack, 2005; Ramsey, 2000). These issues amongst others if not taken seriously and ameliorated by the school will affect the quality of teaching and learning in the classroom (King & Newman, 2000; Darling-Hammond, 1997). Teachers have indicated the necessity of professional development, specifically in the early years of teaching to help alleviate the problems they face, such as those mentioned above (Desimone, Porter, Garet, Suk Yoon & Birman, 2001).

Considering these studies that were undertaken by the different researchers, one would realise that there are other areas that are not covered by previous investigators when it comes to the organisation and conducting of orientation programmes. Some of these areas are problems identified in the Municipality by the investigator. So therefore, this then necessitated this particular investigation. It then brings this investigation into perspective in the sense that most of what has been studied is established. As earlier on stated, this research work has three broad objectives. Thus:



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1. To find out teachers experiences on orientation programmes. These experiences will include the methodologies used at the trainings, the usage of teaching/learning materials, supervision during delivery and evaluation by participants.
2. To find out how orientation programmes are organised for newly trained teachers in Yendi Municipality.
3. To assess the impact of orientation programmes on the professionalism of newly trained teachers in Yendi Municipality.

From these objectives there are issues that were not covered by current literature but which also stand out to be investigated in the Municipality. For instance, at the organisation stage the investigator intends to investigate to find out whether not needs assessment are conducted on head teachers and classroom/subject teachers before the organisation of orientation-trainings in the Municipality. Needs assessment which is an important step in the organisation of orientation programmes, seem not to be considered when it comes to the organisation of orientation programmes in the Municipality. This is based on the few observations and contacts that the investigator has made. Also, during the organisation of orientation programmes the investigator would want to know the modality by which facilitators are selected. The intention here is to find out where the facilitators are picked from, which category of people are picked to facilitate and based on what.

Still under organisation of orientation programmes, the investigator intends to assess the programme venue(s). The focus here is to find out the availability of certain facilities at the venue(s). The facilities include; electricity, place of



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convenient, furniture and ventilation. The other issues that will be considered under the venue are space and noise. The investigator will investigate to find out whether or not the venue is spacious and also whether or not the place is noisy.

Furthermore, the investigator wants to find out how frequently are orientation programmes organised. That is how often it is organised for newly trained teachers who are posted every year to the Municipality. The investigator intends to also find out whether participants are given transportation allowance to cover their journeys to and from their station. If they are given, the researcher will move a step further to find out whether the amount given them is always enough. Methodologies used in presentations at orientation programmes will also be investigated in the course of the research. The investigator intends to find out which particular method of teaching is mostly and frequently used by facilitators at orientation programmes. Again, the researcher intends to find out whether or not appropriate and adequate TLMs are used by facilitators in the presentations of their lessons. The investigator wants to further on find out whether or not the sessions are monitored and supervised by any authoritative body.

Also, the researcher will investigate to find out whether or not participants are given the opportunity to evaluate orientation programmes. The researcher will want to find out how participants evaluate orientation programmes. The researcher intends to then find out whether or not there is always a follow up to find out about the level of success of the programme. These follow up trips are supposed to be made by organisers of these orientation programmes. Finally, respondents will then give their feedback regarding the issue of whether the programme has made an impact on their performance, professional conduct and teacher retention in the service.



2.6 Chapter Summary

This chapter started with introduction followed by theoretical framework and ended with empirical framework. The theoretical framework looked at previous researches conducted on orientation programme. These researchers talked about what each one of these researchers covered regarding orientation programme. The investigator then identified the similarities and differences between his work and the works of each of these researchers. This then set this particular investigation into perspective bringing us to empirical framework. That is a distinction is then identified between previous researches and the current investigation, stating categorically the contribution this research is making to the current stack of knowledge.



METHODOLOGY

3.0 Introduction

The central goal of this study is to find out how orientation programme is organised for newly trained in Yendi municipality. Mixed method research design is used to gather data to achieve the goal of the study. In doing this, first, research design and area of the study is discussed. This is followed by the population, research instrument and sampling designs. Finally, data collection procedures and data analysis are highlights

3.1 Study Area

The Yendi Municipal Assembly used to be a District Assembly until it was elevated to a Municipality in 2007. It was established as a District in 1988 by PNDC Law 207, Act 462, and LI 1443. The Municipality is now one of the 54 Municipal Assemblies in the country. It is the capital of the Dagbon Kingdom. The Municipality is located in the eastern corridor of the Northern Region and lies between Latitude 9^o–13^o North and 0^o–3^o West and 0^o–15^o East. The Greenwich Meridian passes through a number of settlements in the Municipality– Yendi, Bago, Laatam, Lumpua, Gbetobu, Gbungbaliga and Nakpachei (Ghana Statistical Service, 2014). The Municipality shares boundaries with six other District Assemblies. These are;; Saboba and Zabzugu Districts to the east, Nanumba North District to the south, Gushegu and Chereponi Districts to the north and Mion District to the west. The Municipality is strategically located at the center of the eastern corridor of the Northern Region and has a landmark of 1,446.3 sq. km. (Source: Ghana Statistical Service, 2010 Population and Housing Census). Yendi, the capital of the Municipality is about 90 km from the Northern



Regional capital, Tamale. The population of Yendi Municipality, according to the www.udsspace.uds.edu.gh 2010 Population and Housing Census, is 117,780 representing 4.8 percent of the Northern region population of 2,479,461 (Ghana Statistical Service, 2014).

In terms of occupation of the employed population, majority (65.4) are engaged as skilled agricultural, forestry and fishery workers. The second commonest (14.8%) occupation of the employed is service and sales. The major (65.3%) industry engaging majority of the workers in the Municipality is agriculture, forestry and fishing. This is followed by wholesale and retail trade (13.2%) and manufacturing (8.9%). Majority (63.7%) of the employed population in the Municipality are self-employed without employees with only about eight percent being employees. The Assembly consists of 45 Assembly members, 32 elected and 13 government appointees. There are 119 Unit Areas with each having one representing the Unit (Unit Committee member). The Municipality has three Town councils, namely; Yendi Zonal council, Malzeri Zonal council and Gbungbaliga Zonal council. The Municipal Chief Executive is the Political head of the Municipality and also chairs the Executive Committee of the Assembly. The Municipal Co-coordinating Director is the administrative head of the Municipal Assembly and heads the Municipal Planning and Coordinating Unit (MPCU). There are 268 communities in the Municipality.

There are two gates to the skin of Ya-Na, who is the overlord of Dagbon and Yendi as its traditional capital. The mode of ascension to the skin (throne) of the Ya-na is through the “gate” system (a gate being one branch of a royal family). The Ya-na usually in consultation with his King makers and Councils of Elders, enskin sub-chiefs who pay allegiance to him within their respective traditional areas. There are 45 of such sub-chiefs. Upon the death of the Ya-na or any of the



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sub-chiefs, a regent is selected from the eligible gate to act until the final funeral rites of the late chief is performed, and a new one is enskinned. The Traditional authorities do not only assist in security, conflict resolution, peace, arbitration of disputes but form part of the Municipal Assembly structure that seeks the development of the Municipality.

The festivals that are celebrated in the Yendi Municipality are the 'Bugum' (fire) and Damba festivals. The 'Bugum' festival is an annual festival celebrated by the people in the Municipality. It is celebrated in the lunar month of 'Bugum' in Dagbani and Muharram in Arabic. 'Bugum' is the first month of the lunar calendar of the Dagomba.

The majority of the people in the Municipality are involved in subsistence agriculture. Out of the total land area of 535,000 hectares, arable land constitutes 481,000 hectares out of which only 15 percent is under cultivation (Municipality MTDP, 2010-2013). Other economic activities include weaving, agro-processing (shea butter extraction), meat processing, fish mongering, wholesale and retail of general goods, transport and many others. These activities are on a medium and small scale. The Municipality has enormous potential in agriculture. The land is suitable for the cultivation of cereals, tubers and rearing of animals. Animals reared include cattle, sheep, goats, pigs and poultry birds for domestic and commercial purposes.

The Municipality has one hundred and thirty five basic schools zoned into ten circuits. The circuits are; Yendi East, Yendi West, Yendi North, Yendi South, Yendi Central, Sunsong, Malzeri, Adibo, Ngani and Gbunggaliga Circuits. The target groups are head teachers, assistant head teachers, classroom/subject teachers and officials in Ghana Education Office in the municipality. There are



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four second cycle schools. Two of these schools are public schools whilst the other two are private owned institutions. The Roman Catholic Bishop in the municipality in partnership with the government has recently established a college of education in the Municipality to train teachers.

3.2 Research Design

The research design used in the study was mixed method design which was heavily tilted to case study. The design therefore employed both qualitative and quantitative approaches.

Stating a knowledge claim means that researchers start a project with certain assumptions about how they will learn and what they will learn during their inquiry. These claims might be called paradigms (Lincoln & Guba, 2000; Mertens, 1998). Philosophically, researchers make claims about what is knowledge (ontology), how we know it (epistemology), what values go into it (axiology), how we write about it (rhetoric), and the processes for studying it (methodology) (Creswell, 1994). One school of thought is positivism.

The design for the research work is mixed method, a design mostly used by positivist. Traditionally, the postpositivist assumptions have governed claims about what warrants knowledge. This position is sometimes called the "scientific method" or doing "science" research. It is also called quantitative research, positivist/postpositivist research, empirical science and postpositivism. The last term, "postpositivism," refers to the thinking after positivism, challenging the traditional notion of the absolute truth of knowledge (Phillips & Burbules, 2000) and recognizing that we cannot be "positive" about our claims of knowledge when studying the behavior and actions of humans.



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Also pragmatist employs the mixed method in designing their investigations. Pragmatism derives from the work of Peirce, James, Mead, and Dewey (Cherryholmes, 1992). There are many forms of pragmatism. For many of them, knowledge claims arise out of actions, situations, and consequences rather than antecedent conditions (as in postpositivism). According to Cherryholmes (1992) and (Creswell, 1994), pragmatism provides a basis for the following knowledge claims:

1. Pragmatism is not committed to any one system of philosophy and reality. This applies to mixed methods research in that inquirers draw liberally from both quantitative and qualitative assumptions when they engage in their research.
2. Individual researchers have a freedom of choice. They are "free" to choose the methods, techniques, and procedures of research that best meet their needs and purposes.
3. Pragmatists do not see the world as an absolute unity. In a similar way, mixed methods researchers look to many approaches to collecting and analyzing data rather than subscribing to only one way (e.g., quantitative or qualitative).
4. Truth is what works at the time; it is not based in a strict dualism between the mind and a reality completely independent of the mind. Thus, in mixed methods research, investigators use both quantitative and qualitative data because they work to provide the best understanding of a research problem.
5. Pragmatist researchers look to the "what" and "how" to research based on its intended consequence-where they want to go with it. Mixed methods



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researchers need to establish a purpose for their "mixing," a rationale for the reasons why quantitative and qualitative data need to be mixed in the first place.

6. Pragmatists agree that research always occurs in social, historical, political, and other contexts. In this way, mixed methods studies may include a postmodern turn. a theoretical lens that is reflexive of social justice and political aims.
7. Pragmatists believe (Cherryholmes, 1992) that we need to stop asking questions about reality and the laws of nature. "They would simply like to change the subject" (Rorty, 1983, p. xiv). Thus, for the mixed methods researcher, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis in the mixed methods study.

Phenomenological approach of qualitative study is particularly effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives and therefore at challenging structural or normative assumptions. The phenomenologist attempts to understand human behavior through the eyes of the participants in the study. The phenomenological approach aims to develop a complete, accurate, clear and articulate description and understanding of a particular human experience or experiential moment. This is the technique that was used in gathering accurate data regarding teachers experience on orientation programmes.

The phenomenological approach of the research was deeply embedded in the case study of orientation programmes in Yendi Municipality. The word 'case' means 'an instance of' and the central feature of case study research design is the



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investigation of the one or more specific 'instances of' something that comprise the cases in the study. Case studies are most commonly associated with qualitative research and qualitative data but this need not be so and quantitative data can readily be incorporated into a case study where appropriate. This particular method was used when it was critical to observe, study and examine how orientation programmes were organised and conducted for the 2014 and 2015 year groups. It was a one day programme organised for 72 teachers on the 20th of March 2016.

A survey is a means of gathering information about a particular population by sampling some of its members, usually through a system of standardized questions. Surveys can be conducted by mail, telephone, personal interview, or Internet. They can be administered either to individuals or groups. The primary purpose of a survey is to elicit information which, after evaluation, results in a profile or statistical characterisation of the population sampled. Questions may be related to behaviors, beliefs, attitudes, and/or characteristics of those who are surveyed. Surveys offer the opportunity to execute studies with various signs, each of which is suitable for addressing particular research questions of long-standing interest to social psychologists. Questionnaires were distributed to ninety-three respondents. Included in the questions were questions that required information about how orientation programmes were organised. For instance it demanded information about needs assessment, selection of facilitators and regular and timely organisation of orientation programmes. Through observation the investigator also took notice of the time the last orientation programme was conducted. The twenty 2015 year group were then interviewed days after they had their orientation to get their views, opinions and impression about the programme.



This was the third and final design which the researcher used in his design.

3.3 Research Approaches

The investigation was conducted using both quantitative and qualitative approaches in gathering data.

Qualitative approach research studies issues in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.” The qualitative approach is probably the most flexible of the various experimental techniques, encompassing a variety of accepted methods and structures. From an individual case study to an extensive interview, this type of study still needs to be carefully constructed and designed, but there is no standardised structure. Qualitative research is aimed at gaining a deep understanding of a specific organisation or event, rather than surface description of a large sample of a population. It aims to provide an explicit rendering of the structure, order, and broad patterns found among a group of participants. It is also called ethnomethodology or field research. It generates data about human groups in social settings. Qualitative research aims to get a better understanding through firsthand experience, truthful reporting, and quotations of actual conversations. It aims to understand how the participants derive meaning from their surroundings, and how their meaning influences their behavior. Qualitative research uses observation as the data collection instruments.

In quantitative approach, a research primarily uses postpositivist claims for developing knowledge, employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.

In mixed method approach the research is based on knowledge claims of pragmatic grounds (e.g., consequence- oriented, problem-centered, and



www.udsspace.uds.edu.gh pluralistic). It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems.

3.4 Population

The population of the study is the entire staff of the Ghana Education Service, Yendi Municipality, Northern Region. The participation for this survey was entirely voluntary and anonymous. The participants could choose not to participate without any adverse consequences to them. The Municipality has one hundred and thirty-five basic schools zoned into ten circuits. The circuits are; Yendi East, Yendi West, Yendi North, Yendi South, Yendi Central, Sunsong, Malzeri, Adibo, Ngani and Gbunggaliga Circuits. The teacher population is 430.

3.5 Instruments

The instruments used in gathering data were questionnaire, interview guide and observation.

3.5.1 Questionnaire

A questionnaire is a list of a research or survey questions asked to respondents, and designed to extract specific information. A questionnaire is simply a ‘tool’ for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details. Questionnaires should always have a definite purpose that is related to the objectives of the research, and it needs to be clear from the outset how the findings will be used. Respondents also need to be made aware of the purpose of the research wherever possible, and should be told how and when they will receive feedback on the findings.

The questionnaire was designed to include elements which made the survey relevant to the population that was sampled. This helped to maximize response



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rates and minimize error or bias. Survey questionnaire were distributed to 93 respondents. The questionnaire was divided into sections. That sections A, B, C, and D. section A requested for demographic information concerning the respondent. Section B demanded answers on the organisation of orientation programmes. Section C asked questions about how orientation programmes are conducted in the Municipality for newly trained teachers. Section D which is the last section tried to find out whether or not orientation programmes are evaluated.

3.5.2 Interview Guide

An interview is a conversation which a research uses to solicit respondents views, opinions or perception about a particular topic or issue. An interview guide therefore is document prepared by the interviewer to direct him or her (interviewer) on the sort of questions to be asked. The interview guide was used to interview two people from the 2015 year group and one person each from the 2014, 2013, 2012, 2011 and 2010 year groups.

3.5.3 Observation

Observation is way of gathering data by watching behaviour, events, or noting physical characteristics in their natural setting. Observations can be overt (everyone knows they are being observed) or covert (no one knows they are being observed and the observer is concealed). The benefit of covert observation is that people are more likely to behave naturally if they do not know they are being observed. However, you will typically need to conduct overt observations because of ethical problems related to concealing your observation. Observations can also be either direct or indirect. Direct observation is when you watch interactions, processes, or behaviors as they occur; for example, observing a teacher teaching a lesson from a written curriculum to determine whether they are delivering it with



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fidelity. Indirect observations are when you watch the results of interactions, processes, or behaviors; for example, measuring the amount of plate waste left by students in a school cafeteria to determine whether a new food is acceptable to them. Observation (watching what people do) would seem to be an obvious method of carrying out research in psychology.

On the 29th of March 2016 the investigator observed with an observation check list, how the 2014 and 2015 year groups had their orientation. The programme was organised for these two year groups. It was non participatory kind of observation and participants and facilitators alike were not also aware of what the researcher was interested in. The researcher observed and took note of a number of things which include

- The venue
- Facilities at the venue
- Topics treated
- How the topics were presented
- Participants involvement
- Facilitators
- Usage of TLMs
- Evaluation of programme

3.6 Scale Reliability and Validity

3.6.1 Reliability

A measure can be valid but not reliable if it is measuring the right construct, but not doing so in a consistent manner (Anol, 2012). As a result of this phenomenon, the investigator conducted a pilot study twice after the questions were presented to the supervisor for scrutiny to test the reliability of the items.



Reliability is the degree to which the measure of a construct is consistent or dependable (Anol, 2012). In other words, if we use this scale to measure the same construct multiple times, do we get pretty much the same result every time, assuming the underlying phenomenon is not changing? An example of an unreliable measurement is people guessing your weight. Quite likely, people will guess differently, the different measures will be inconsistent, and therefore, the “guessing” technique of measurement is unreliable. A more reliable measurement may be to use a weight scale, where you are likely to get the same value every time you step on the scale, unless your weight has actually changed between measurements (Anol, 2012).

3.6.1.1 Test and Retest Reliability

Test-retest reliability is a measure of consistency between two measurements (tests) of the same construct administered to different samples at two different points in time. If the observations have not changed substantially between the two tests, then the measure is reliable. The correlation in observations between the two tests is an estimate of test-retest reliability (Anol, 2012). In a matter of two weeks the investigator administered the questionnaires to thirty participants in a pilot study.

3.6.1.2 Internal consistency reliability

Internal consistency reliability is a measure of consistency between different items of the same construct. If a multiple-item construct measure is administered to respondents, the extent to which respondents rate those items in a similar manner is a reflection of internal consistency (Anol, 2012). To find out whether there were consistencies in subject’s responses, the research used the SPSS reliability analysis to determine the internal reliability coefficient.



Reliability coefficient www.udsspace.uds.edu.gh was established to be 0.768 which is an indication that the test items were highly reliable.

3.6.2 Validity

Validity, often called construct validity, refers to the extent to which a measure adequately represents the underlying construct that it is supposed to measure. For instance, is a measure of compassion really measuring compassion, and not measuring a different construct such as empathy? Validity can be assessed using theoretical or empirical approaches, and should ideally be measured using both approaches (Anol, 2012).

A measure can be reliable but not valid, if it is measuring something very consistently but is consistently measuring the wrong construct. Validity, often called construct validity, refers to the extent to which a measure adequately represents the underlying construct that it is supposed to measure. For instance, is a measure of compassion really measuring compassion, and not measuring a different construct such as empathy? Validity can be assessed using theoretical or empirical approaches, and should ideally be measured using both approaches. Theoretical assessment of validity focuses on how well the idea of a theoretical construct is translated into or represented in an operational measure. This type of validity is called translational validity (or representational validity), and consists of two subtypes: face and content validity. Translational validity is typically assessed using a panel of expert judges, who rate each item (indicator) on how well they fit the conceptual definition of that construct, and a qualitative technique called Q-sort (Anol, 2012).

3.6.2.1 Face Validity

Face validity refers to whether an indicator seems to be a reasonable measure of its underlying construct “on its face”. For instance, the frequency of



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one's attendance at religious services seems to make sense as an indication of a person's religiosity without a lot of explanation. Hence this indicator has face validity. The questionnaire was presented to the supervisor to examine and find out whether or not the items in the questionnaire can really measure what it is meant to measure. That is the items on needs assessment were examined to find out whether or not such questions will not be taken for something different. This was also to remove any ambiguity surrounding the questions. Each item was critically looked at to establish the fact that such items will solicit the right information from respondents (Anol, 2012).

3.6.2.2 Content Validity

Content validity is an assessment of how well a set of scale items matches with the relevant content domain of the construct that it is trying to measure. For instance, if you want to measure the construct "satisfaction with restaurant service," and you define the content domain of restaurant service as including the quality of food, courtesy of wait staff, duration of wait, and the overall ambience of the restaurant (i.e., whether it is noisy, smoky, etc.), then for adequate content validity, this construct should be measured using indicators that examine the extent to which a restaurant patron is satisfied with the quality of food, courtesy of wait staff, the length of wait, and the restaurant's ambience. Of course, this approach requires a detailed description of the entire content domain of a construct, which may be difficult for complex constructs such as self-esteem or intelligence. Hence, it may not be always possible to adequately assess content validity. As with face validity, an expert panel of judges may be employed to examine content validity of constructs.



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The questionnaire was examined by the supervisor to ensure the extent to which items in the questionnaire can measure what they are supposed to measure. Here the supervisor compared what the investigation is intending to achieve with what the items in the questionnaire are demanding from respondents. The supervisor streamlined the question items to be in line with the objectives of the investigation (Anol, 2012).

3.7 Sampling Techniques

The investigator used the convenience sampling to select seven circuits for the investigation. This particular technique was used at that particular stage because of the cost and time involved in travelling to certain circuits. The circuits that were selected are, Yendi East, Yendi West, Yendi North, Yendi South, Yendi Central, Malzeri and Ngani circuit. Quota sampling was then used to select respondents in these circuits considering the fact that the researcher wants to have a representation of the various year groups. The hundred (100) employees were selected using Snowball sampling and quota sampling from the schools in these selected circuits as well as the municipal education office.

3.7.1 Convenience Sampling

Convenience sampling strategy uses the most easily accessible people (or objects) to participate in a study (Asante and Mohammed, 2015). The circuits in the Municipality were taken as clusters in the study. Seven circuits or clusters were selected using the Convenience sampling. This number represents two-thirds of the number of circuits in the Municipality. Convenience sampling strategy was used at this point to ease travelling cost on the investigator.



3.7.2 Quota Sampling

In each of the seven circuits the researcher used quota sampling to choose ten teachers, two head teachers and two assistant head teachers. The reason for using quota sampling was to get a representation of the various year groups. In each of the seven circuits where the investigation was to be conducted, the following year groups were represented; 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014 and 2015 year groups. Fourteen head teachers and fourteen assistant head teachers from the schools some of these teachers teach also responded to questionnaires. A number of respondents who answered to questionnaires were also interviewed for detailed understanding of their thoughts, views, opinions and experiences on orientation programmes. Those interviewed included two people from 2015 year group, one person each from the 2014, 2013, 2012, 2011 and 2010 year groups. Two officers were selected from the municipal education office to also respond to the questionnaires. A total of one hundred respondents provided information for the research work.

3.7.3 Snow Ball Sampling

The investigator decided to use respondents to identify their next target. Respondents who belong to the same year group were seen as people who could help to identify each other. So the investigator would always ask a respondent to assist him find a colleague teacher in the other circuits who has completed the same year as him/her.

3.8 Data Collection Procedures and Methods

Before the start of research a letter was written to the Yendi municipal director of education requesting for permission to talk to teachers on the topic. The municipal director in turn wrote back to the researcher granting him



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3.8.1 Ethical Issues

Ethics are conformance to the standards of conducts of a given profession or group. Such standards are often defined at a disciplinary level through a professional code of conduct, and sometimes enforced by university committees called even Institutional Review Board. Even if not explicitly specified, scientists are still expected to be aware of and abide by general agreements shared by the scientific community on what constitutes acceptable and non-acceptable behaviors in the professional conduct of science. For instance, scientists should not manipulate their data collection, analysis, and interpretation procedures in a way that contradicts the principles of science or the scientific method or advances their personal agenda. Ethical issues form from the graduate school was filled by the investigator before the commencement of the research.

By the traditions and customs of the communities in Dagbon, it is always proper to inform custodians of a land before one gets into the land to perform any activity. The same way with our departments and organisations, one must seek permission from the appropriate authority before conducting any investigation on its workers. Like I stated earlier, the Municipal Education Office is headed by the Municipal Director of Education deputized by four Deputy/Assistant Directors. So permission was sought from this authority in order to get access to the teachers.

3.8.2 Access and Acceptance

A letter was then written by the investigator to the Municipal Director of Education. The letter requested for permission to take information from teachers



www.udsspace.uds.edu.gh as a form of data. The Municipal Director of Education in turn wrote to the investigator giving him the green light to go on with the investigation. This was the letter that guaranteed the legality of the investigation and also eliminated any form of risk that could have otherwise been attached to the investigation. Respondents upon seeing these letters felt easy and secured to provide information for the research work. Attached to this document are copies of letters that were written to this effect (see appendices D and E).

3.8.3 Administering of Survey Questionnaire

To achieve the first objective the researcher took information from the subjects through questionnaires, interviews and observation. The researcher provided all respondents with questionnaires to respond to with the exception of the 2015 year group. The 2015 year group was interviewed. Fourteen head teachers and fourteen assistant head teachers from the schools some of these teachers teach also responded to questionnaires. Two officers including the training officer from the municipal education office also responded to the questionnaires. The specific strategies were survey, case study and phenomenology. Data was analysed using descriptive statistics. Regarding the second objective, survey, case study and phenomenology were used to solicit information for the research work. As stated on earlier a total of one hundred respondents provided information for the research work.

3.9 Data Screening and Analyses

Data was screened to find out whether or not respondents made some mistakes in answering the questionnaires. The investigator then sorted these mistakes out.



3.9.1 Data Screening

There were instances where respondents contradicted themselves on certain follow up questions. For instance a respondent stated that participants did not take transportation allowance yet he went on to state that the allowance was not enough. On such occasion one could not help but to conclude that the first response was wrong. Also, respondents gave incomplete answers to certain questions. There were situations in which respondents would state that yes orientation programmes have contributed to their job performance but when asked how, the space was left blank. One could not help but conclude that these were misleading answers and must be avoided.

3.9.2 Data Analyses

Descriptive statistics was used to present data from sections A, B, C and D. It included the various measuring scales. The nominal scale, the ordinal scale and the rating scale. Descriptive analysis was use to analyse sections A, B, C and D of the questionnaire.

3.10 Operational Timeline

The researcher used first, second and third week of November, 2015 to write the research proposal. It was then presented to the supervisor at the end of December, 2015. The supervisor after going through the document invited the investigator to come and defend the proposal. After successfully defending the proposal, the green light was given by the supervisor to write the first chapter. Chapter one was written in February, 2016 and submitted to the supervisor in March, 2016 for vetting. After chapter one was accepted the researcher proceeded to writing chapter two. Chapter two was written in April-May, 2016. And chapter three was written in June. Upon receiving permission letter from the Municipal



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Director of Education on the 21st of July 2016, the investigator proceeded to the field to gather data for the research. It then took the researcher three weeks to take information from respondents. Questionnaires were distributed to respondents and taken at a later time. Some newly trained teachers were interviewed at their convenient time either in the house or at school. Data analyses and writing of the report was done within the first three weeks of September.

3.11 Chapter Summary

Chapter three has explained the research design employed in conducting the research. The investigator employed phenomenology, case study and descriptive survey. In the process of collecting data the researcher gathered data using questionnaire, observation and interview. The approaches were mixed approach that is both quantitative and qualitative approach.

The chapter also explained the sample size and sampling procedure. Hundred respondents provided information for the investigation. The investigator used simple random sampling to select seven circuits out of the ten circuits in the Municipality for the investigation. He then used quota sampling to select teachers to represent the various year groups. has also explained the methodologies to be used to achieve the research objectives. It included the research design and instruments.

Again, in this chapter the investigator explained how he sought permission from the Municipal directorate of education before the investigation was conducted. Finally, the investigator stated the how data collected was screened and analysed.



DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

The investigation intended to achieve three specific objectives. These objectives include the experience of newly trained teachers on orientation programmes, the organisation of orientation programmes and the impact of orientation programmes on teachers' performance and retention in Yendi Municipality. In this chapter, four issues are presented. Thus, demographic data, data on teachers' experiences of orientation programmes, data on organisation of orientation programmes and data on the impact of orientation programme on teachers' performance in Yendi municipality. Findings from each of these areas are analysed and discussed.

4.1 Demographic Data

On demographic data information on ages, gender, educational qualification, marital status and job or position of respondents are represented in tables below.

4.1.1 Age of Respondent

Table 4.1 Age of Respondents

	Frequency	Percent
Below thirty-five years	72	72.0
Thirty-five years and above	28	28.0
Total	100	100.0

Table 4.1 shows that 72(72%) of the respondents were below 35 years old, whereas only 28 (28%) were 35 years and above. Information for the research was



www.udsspace.uds.edu.gh therefore taken largely from teachers below thirty-five years. This implies that most of the responses were reflections of current trends of events in the organisation of orientation programmes. A greater number of the respondents fell within the youth category. This set of teachers joined the service not quite long ago. Their opinions, responses and experiences reflected the current organisation of orientation programmes in the municipality.

4.1.2 Sex of Respondents

Table 4.2 Sex of Respondents

	Frequency	Percent
Male	85	85.0
Female	15	15.0
Total	100	100.0

Information regarding the sex of respondents is provided in table 4.2. The investigator solicited information from both male and female. The above information shows that female representation of the respondents is 15 (15%) whereas males constitute 85 (85%). Though majority of the respondents were male the research also considered the opinions of female teachers in the municipality, hence the 15% female. Some of the female teachers though have different views and experiences on orientation programmes, there were others who had similar views and experiences as their male counterparts.



4.1.3 Professional Qualification

Table 4.3 Professional Qualification

Qualification	Frequency	Percent
DBE	63	63.0
Bed	36	36.0
MEd/MPhil/MA	1	1.0
Total	100	100.0

Information was gathered regarding the professional qualification of the respondents. The information revealed that 63 (63%) had diploma certificates with 36 (36%) holding first degrees. One person had an MPhil representing 1%. The statistics above shows that a good number of the teachers (63%) have the diploma certificates as their highest professional certificates. The average professional qualification of the respondents therefore was the Diploma certificate.

4.1.4 Marital Status

Table 4.4 Marital Status

	Frequency	Percent
Married	70	70
Single	30	30
Total	100	100

Seventy (70%) of those talked to were married that is according to the information from the table 4.4. Thirty percent (30%) said they were single. The essence of collecting data on marital status was to find out the numbers who are able to marry considering the fact that marriage is seen as an important obligation



in this part of the world. The data indicated that majority of them are able to fulfill that obligation. Some of the young ones are still struggling to marry.

4.1.5 Class/Subject/Position

Table 4.5 Class/Subject/Position

Class/Subject Taught	Frequency	Percent
Basic One	3	3.0
Basic Two	4	4.0
Basic Three	4	4.0
Basic four	5	5.0
Basic Five	4	4.0
Basic Six	9	9.0
JHS One, Two And Three	41	41.0
Head Teachers, Assistants And Officers	30	30.0
Total	100	100.0

The investigator gathered information from seventy classroom/subject teachers (70%), twenty-eight head and assistant head teachers (28%) and two officers (2%). The data from the table above showed a representation of the various levels in the basic schools. The statistics indicated that there was a teacher representation of all the classes at the basic level.

4.2 Data Analyses and Discussion

4.2.1 Experiences of Newly Trained Teachers at Orientation Programmes

The research question one focused on orientation programmes in Yendi Municipality. It investigated the following, the venues, transportation allowance,



methods of delivery, www.udsspace.uds.edu.gh usage of teaching learning materials, participants' involvement and monitoring and supervision of the programme.

4.2.1.1 Venues of Orientation Programmes for newly trained teachers

Table 4.6 Orientation Programmes Venues

Venues	Frequency	Percent
Classrooms	75	75
Conference Halls	25	25
Total	100	100

Data on Table 4.6 show that 75 (75%) said orientation programmes are organised in classrooms whereas only 25(25%) said that orientation programmes were organised in conference halls. This suggests that orientation programmes were mostly organised in classrooms instead of conference halls where participants would be more comfortable. In situations where teachers were made to sit on dual desk in poorly ventilated classrooms, objectives of the orientation programmes were certainly not going to be realised. In most cases these classrooms which were built without proper ventilation had dwarf dual desk as furniture for the programme. It was sometimes without electricity, space, ventilation and toilet facility. One of the two orientation programmes that were organised this year was conducted a class room. Respondents in their responses stated that these classrooms were sometimes very crowded without any comfort. According to Sarpong-Nyavor (2012), the quality of a venue for an orientation programme in terms of its accessibility and convenience for learning is a potent factor for ensuring its effectiveness. This quality applies to orientation programmes for GES employees'.



4.2.1.2 Availability of Facilities at Orientation Venues

Table 4.7 Availability of Facilities at Orientation Venues

Facilities	Not Available	Available Sometimes	Always Available
Electricity	16(16%)	42(42%)	42(42%)
Ventilation	7(7%)	46(46%)	47(47%)
Furniture	11(11%)	20(20%)	69(69%)
Space	13(13%)	53(53%)	34(34%)
Noise	34(34%)	56(53%)	10(10%)
Urinary	11(11%)	22(22%)	67(67%)
Toilet	44(44%)	21(21%)	35(35%)

The first area regarding the venue that was investigated was electricity. The investigator questioned respondents about the availability of electricity in places where the orientation programmes were organised. The programme venue which is mostly in classrooms, sometimes do not have electricity as indicated in table 4.7. One can imagine what that means in this technological era where things need to be presented using the projector. At venues where electricity is not available it will be highly impossible to use equipment like the projector.

The second thing that was investigated on the venue was whether the places were ventilated or not. The researcher gathered information on whether the venues were airy or not. Based on the information from the respondents there were times that the venues were not well ventilated. On table 4.7, 53 (53%) of the respondents indicated that the venues were sometimes not well ventilated. This means that participants were sometimes made to sit in poorly ventilated rooms to have



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orientation programmes. These rooms were sometimes without fans. This was unacceptable.

Thirdly, on the venue, the investigator gathered information on whether or not there was enough furniture in the room. In the case of the classrooms, the dual desks were always used for the programme (See figure 4.1). These dual desks were so clumsy for an adult to sit in it for a very long. At the induction course on the 14th and 15th of July 2016, participants sat on pupils dual desks for the training. Figure 4.1 shows what the situation was like at the induction course in Balogu Junior High School. Below is a statement made by a respondent on the furniture situation at the venue:

We were made to sit on dual desk meant for pupils for a long time at the programme. These desks were too short for our body size. We got too tired sitting on these desks. It was not easy sitting on this furniture for a whole day. Most of us got up at a point in time and went back and stood at the back of the class when we could not bear the tiredness any longer (TT 05).





Figure 4.1 Participants sitting on pupils dual desks at an orientation programme

The fourth thing that was investigated regarding the venue was space. The researcher investigated to find out whether or not the rooms in which orientation programmes are conducted were spacious. In situations where the programme was held in classrooms, free movement of both facilitators and participants became difficult. This was as a result of the crowded nature of these classrooms. Sometimes it was even impossible to do group work because of overcrowdedness.

Still on the venue the investigator also posed a question as to whether or not there was noise in and around the orientation programmes venues. Statistics from table 4.7 showed that 56 (56%) of the respondents indicated that the environment was sometimes noisy and 10% indicated that the venues were always noisy. Again in situations where these programmes were held in the classrooms the environment was sometimes so noisy that it was highly impossible to concentrate. This went on



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to affect the effectiveness of the orientation programme. At one the orientation programmes the venue was situated in the middle of town where a lot of activities went on. Going by Sarpong - Nyavor (2012) findings this could not have been convenient and acceptable to the teachers since it was a market place. At another orientation programme which was referred to as induction course, the venue was classrooms with pupils around. This couldn't have been a conducive venue since these children were making a lot of noise

Similarly, the researcher investigated the availability of urinary at the programmes venues. The researcher investigated to find out whether or not there was always a urinary at the venue. The above information from table 4.7 indicated 22(22%) of the respondents said urinary pits were not always available at the venues. In situations like these where there are not urinary pits at training grounds, participants would be forced to use precious delivery time to urinate at far off places. This would affect the effectiveness of an orientation programme. There was no toilet facility at the induction course in Balogu Junior High School, and the urinary pit available was not in good condition. A respondent stated this in an interview.

There was a urinary pit which was not in good condition. This was the same urinary that was used by the pupils. It was dirty and smelling. Participants even preferred urinating outside instead of using this facility. The ladies were compelled to move to nearby houses since they could not urinate outside as the men do. Yes, these houses were a little bit far from the venue and one could take about 10 minutes to go and come back (TT 01).



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The sixth thing that was investigated on the venue was the availability of toilet facility. The investigator questioned respondents whether or not there was always a toilet facility at the venue. The responses according to table 4.7 indicated that 44 (44%) said toilet facilities were not available at orientation programmes. Non availability of a toilet facility as indicated by some participants will lead to a number of inconveniences at the orientation programme. Participants were likely to take more time in going to ease themselves during the sessions. Also, there would be unnecessary movement at the orientation programme. And there are some participants who may seek permission under the pretext of going to toilet and then leave for other places. Two respondents had this to say when they were interviewed.

There was no toilet. We only went to the nearby bush which was about half a kilometer from the venue to free ourselves. Most of the participants would take a whole session to attend to nature's call. The ladies amongst us would go to town in such of public toilet to ease themselves (TT 01).

There was a day we came early in the morning and realised that somebody had defecated inside the urinary. For the whole day no participant or facilitator was able to use the facility (TT 05).

4.2.1.3 Usage of Methodologies at Presentation

The next thing the research work investigated regarding teachers experience on orientation programmes was the use of methodologies in presentation. The investigator tried to find out how often the lecture method was used.



Table 4.8 Usage of Methodologies and TLMs

Methodology	Not Used	Sometimes Used	Mostly Used	Always Used
Lecture	9(9%)	32(32%)	27(27%)	32(32%)
Discussion	4(4%)	49(49%)	29(29%)	17(17%)
Brainstorming	21(21%)	46(46%)	22(22%)	11(11%)
Group Work	27(27%)	34(34%)	20(20%)	19(19%)
Role Play	59(59%)	29(29%)	9(9%)	3(3%)
Drama	75(75%)	22(22%)	3(3%)	-
Game	64(64%)	27(27%)	7(7%)	2(2%)
Concrete Materials	18(18%)	44(44%)	25(25%)	13(13%)
Semi-concrete Materials	10(10%)	43(43%)	36(36%)	11(11%)

Information from table 4.8 has indicated that the lecture method was always used by facilitators. Unfortunately this was a method which should have been avoided at that level and in such environment. At the first orientation programme for the 2014 and 215 year groups, lecture method was used throughout the period. In the second orientation programme, for lack of time, participants could not do any group work. A number of respondents stated that the lecture method made them to sleep in the course of the programme. Others too indicated that the over usage of the lecture method contributed to truancy on the part of participants. It also generated unnecessary noise at the orientation programme. In answering the question of why this is so respondents are of the view that most of the facilitators are not qualified trainers. Also, the time period allocated to the programme is a factor that contributes to the over usage of the lecture method. That is to say



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facilitators are always in hurry to finish what they are supposed to handle within a limited time. 'I hear and I forget. I see and I remember. I do and I understand'. This is a quotation from Confucius a philosopher. The implication is that if we do not put what we want others to learn into practice, then the tendency for them to forget will be very high. Figures 4.2 and 4.3 show how crowded, dark and poorly ventilated the venue was in the 2016 orientation programme for newly trained teachers. A respondent stated that:

We were just waiting for the time not that we were attentive. A facilitator spoke throughout the whole period without any pause for questions. Everybody got fed up with the session. It was as if he was not prepared to deliver that session. Actually he was somebody who was not prepared because there was no activity in the course of the presentation (TT 03).



Figure 4.2 Participants at orientation programme listening to the Facilitator



Figure 4.3 A cross section of participants at an induction course at Balogu Junior High School

Again, the researcher investigated the usage of discussion method in session delivery at orientation programmes. The aim was to determine the level of usage of this particular method. Statistics from table 4.8 indicated that 49% said discussion method was sometimes used at presentations and 4% stated that was not used at all. This method can best be used after groups have presented their work. Discussion method was not used at the 2016 orientation programme.

Also the usage of brainstorming was investigated. The researcher looked at how often this particular method was used in session delivery. Brainstorming was not also much popular with the programme according to statistics from table 4.8 in which 46% said it was sometimes used and 21% indicated that it was not used at all. Facilitators turn not to use it much and that do not encourage participation at the programme. Participants at the 2016 orientation programme were not given the opportunity to brainstorm anything. As far the investigator was concerned,



participants were only to take information from facilitators. Even though brainstorming was a new term to some of the respondents, there were others who were familiar with the term. The response on brainstorming was that because facilitators did not give them the chance to brainstorm it demoralised them in one way or the other.

Group work is an effective method in session's deliveries during trainings. The researcher therefore solicited information from respondents as to how often this particular method was used. Group work was also not used all the time. In a programme like this, it is always advisable to engage participants in group work during every session so as to relief them of boredom. Again at the 2016 orientation programme participants did not do any group work. In table 4.8, 34 (34%) of the respondents disclosed that group work is seldom used and 27 (27%) said group work was never used the programme. That is to say it was used at certain periods in the course of the programme. To the question of how groups were formed, respondents said they did not see respondents used any special criteria in the formation of groups. Groups were also assigned to task that did not make it possible for everybody to participate. An informant had this to say when the question of how groups are formed was put to him.

There were a times that the facilitator would just stand in front of the classroom and ask you to form groups without necessarily coming round to find out whether or not everybody has got a group. We could attach ourselves to any group that we deem convenient. Some of us would just register with a group and move back to our place without contributing to any group discussion. We



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were not called upon to present the groups' findings or work to the whole class. And there was no discussions on groups work (TT 03).

Role play is another effective way of presentation. It enhances learning and helps in retaining whatever is learnt at training programmes. 29% of the respondents had indicated that role play was seldom used at orientation programmes and 59% indicated that role play was never used at the orientation programme. That is to say it was only used once in a while. This development was also disturbing since role play can be used to instantly assess the performance of an activity.

The usage of drama was also assessed to find out whether or not facilitators use it at orientation programmes. Dramatisation appeals to as many of the human senses as possible. Most people learn by doing. Information from table 4.8 indicated that 22% of the respondents said drama was rarely used at orientation programme and 75% revealed that drama was not used at all. That should not also be the case since drama has so many advantages over some other methods like the lecture method which was mostly used.

Finally on the methodologies that were used at orientation programme, the investigator tried to find out whether or not facilitators use games to aid in understanding at orientation programmes. Games do have some advantages as a delivery method. 64% of respondents in table 4.8 indicated that it's hardly used at orientation programmes.

4.2.1.4 Methodologies Used During Orientation

The investigator then compared the usage of all these methods to find out as to which one of them was most frequently used and which ones are less frequently used.



Table 4.9 Methodologies Used During Orientation

Methodology	Frequency	Percent
Lecture	32	32.0
Discussion	17	17.0
Brainstorming	11	11.0
Grouping	19	19.0
Role Play	3	3.0
Drama	-	-
Game	2	2.0
Total	87	87.0
System	13	13.0
Total	100	100.0

Amongst the methods that were listed by the investigator, statistics from table 4.9 indicated that 32% of the respondents said the lecture method was always used and that is the most used methodology. This was followed by the group method and discussion. Next after discussion was brainstorming. And then in order of descending we have role play, drama and game. for the information to indicate that the lecture method was the method that was always used was a sign that facilitators went to orientation programmes to teach and not to train teachers on how to perform their jobs. This was backed by the fact that at the 2016 orientation programme the only method that was used was the lecture method. Furthermore, a number of people spoke at the programme. The head of the human resource management and development, the regional GNAT secretary, the headmaster of Yendi senior high school and Bimbilla GNAT secretary all spoke at length on different issues. All these people appeared to either be giving counselling service or a lecture of a sort. For instance, the Deputy Director in charge of human resource management and development spoke on the code of conduct of teachers.



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The programme then appeared like a counselling session rather than an orientation programme.

In answering the question of why facilitators lecture throughout orientation programmes respondents were of the view that most of the facilitators were not qualified trainers. Also, the time period allocated to the programme was a factor that contributed to the over usage of the lecture method. That is to say facilitators were always in hurry to finish what they were supposed to handle within a limited time. Below is a statement made by a respondent in an interview.

Resource persons do not prepare well before coming to deliver at orientation programmes. They do not prepare TLMs and they do not plan any activity for participants. So they only come and use the lecture method because that is the only option left to them (TT 04).

4.2.1.5 Usage of Concrete materials during Presentations

Table 4.10 Usage of Concrete Materials during Presentations

Variables	Frequency	Percent
Not Used	18	18.0
Sometimes Used	44	44.0
Mostly Used	25	25.0
Always Used	13	13.0
Total	100	100.0

Considering the fact that during presentations at trainings the importance of TLMs cannot be underestimated, the investigator decided to find out from teachers whether facilitators use these materials to aid them in their presentations.



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Information from table 4.10 regarding the usage of concrete materials in session delivery has indicated that 44% of the respondents were of the view that facilitators did not use these materials often. Many of the respondents said it was sometimes used. But the use of concrete materials appeals to many senses as possible and it also helps in retention of knowledge and skills. In an interview with a respondent he mentioned materials like flip charts, word cards, pictures, posters and cut out shapes as some of the materials that were used. This therefore is an indication that most of the materials used were semi concrete materials.

No concrete material was used to demonstrate any activity at the orientation programme. Resource persons did not even come with TLMs. Some resource persons delivered their sessions whilst sitting (TT 06).



Figure 4.4 A delivery session at an orientation programme



4.2.1.6 Usage of Semi Concrete Materials during Presentations

Table 4.11 Usage of Semi Concrete Materials during Presentation

	Frequency	Percent
Not Used	10	10.0
Sometimes Used	43	43.0
Mostly Used	36	36.0
Always Used	11	11.0
Total	100	100.0

In situation where concrete materials were not readily available the investigator asked a question as to whether facilitators did resort to the use of semi concrete materials or not.

There are some concrete materials that are difficult to find, so the need for the usage of semi concrete materials arises. Yet once again the processed data on the table indicated that it was not always used. 43% revealed that semi concrete materials were sometimes used and 10% said they were not used at all.

4.2.1.7 Appropriateness and Adequacy of TLMs

Table 4.12 Appropriateness and Adequacy of TLMs

	Frequency	Percent
Not Adequate And Appropriate	23	23.0
Adequate But Not Appropriate	7	7.0
Appropriate But Not Adequate	52	52.0
Adequate And Appropriate	18	18.0
Total	100	100.0



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For those respondents who stated that these materials were always or sometimes used, there was a follow up question as to whether or not these materials were always adequate and appropriate. From the information in table 4.12, 18% of the respondents stated that the TLMs were not usually adequate and appropriate. In an interview with participants some stated that some facilitators only bring one TLM with which they (facilitators) are going to work with as for the rest, they were only to sit down and watch. Other facilitators too would group participants in order that he or she can use the few TLMs that he has effectively. If TLMs were not adequate and appropriate there was the tendency that many participants would not concentrate on the programme since they did not have materials to work with, then the objective for which it was brought might not be achieved.

4.2.1.8 Participants Involvement in Session Deliveries

Table 4.13 Participants Involvement in Deliveries

	Frequency	Percent
Not Involved	22	22.0
Sometimes Involved	38	38.0
Always Involved	40	40.0
Total	100	100.0

40% of the respondents in table 4.13 agreed that participants are involved in session delivery. But my observation at the last orientation showed otherwise. That is to say I did not see this sort of involvement in the presentations. It was only a one way communication.



4.2.1.9 Transportation and Supervision.

Table 4.14 Other Experiences of Teachers on Orientation Programmes

Item	Yes	No
Transportation Allowance	29(29%)	71(71%)
Adequacy of Transportation Allowance	2(7%)	29(93%)
Monitoring and Supervision of Orientation	82(82%)	18(18%)

Apart from the venue the investigation also looked at the provision of transportation allowance for participants. The investigator asked respondents whether they are always given transportation allowance after attending an orientation programme. When respondents were asked as to whether transportation allowance was provided at the programme many of them answered in the negative. They said transportation allowance was not provided to them. At the end of the one day orientation programme for the 2014 and 2015 year groups, six Ghana cedis was given to each participant as transportation allowance. For those respondents who stated that they were given transportation allowance, there was a follow up question to find out whether what they were given was enough. For those who said they received transportation allowance, they maintained that the amount they received was not enough and this is indicated in the table 4.14. And from the observation that the investigator made at the orientation programme an amount of GH¢ 6.00 was given to participants as their transportation allowance. Considering what was given to participants as transportation allowance at the 2016 orientation programme one cannot help but say that the amount was not enough.



In order to find out whether there is importance attached to orientation programmes, the researcher tried finding out whether or not the directorate do monitor these programmes. The investigation has revealed that orientation programmes are mostly supervised by the Municipal education Directorate. And the investigator's observation at the last orientation did confirm that. The deputy director in charge of human resource management and development monitored and supervised the orientation programme.

4.2.1.10 Welfare of Participants

Table 4.15 Opportunity to Comment on Welfare

	Frequency	Percent
Yes	47	47.0
No	53	53.0
Total	100	100.0

Again, participants are mostly not given the opportunity to comment on their welfare. The 53% shown in table 4.15 support this fact. The few times that these participants are given the opportunity, participants verbally commented on food, water, funding for the training, transportation allowance, promotions and salaries.

4.2.1.11 Evaluation of Orientation Programmes by Participants

Table 4.16 Evaluation of Orientation Programmes

Variables	Frequency	Percent
Do Not Evaluate	29	29.0
Sometimes Evaluate	58	58.0
Always Evaluate	13	13.0
Total	100	100.0



4.2.1.12 Process of Evaluation

Table 4.17 Process of Evaluation

Variables		Frequency	Percent
Verbal Assessment		45	45.0
Written Assessment		28	28.0
Total		73	73.0
Missing	System	27	27.0
Total		100	100.0

The researcher investigated to find out whether after every orientation programme participants were given the opportunity to evaluate the programme. He further on inquired from respondents to find out how the evaluation was usually done. That is whether it is written or verbal. Even though 53% of the respondents stated that participants sometimes evaluate orientation programmes, 45% of respondents stated that the evaluation is always a verbal one. It is disclosed to the investigator that no premium is placed on the evaluation of orientation programme. When programmes are evaluated verbally, there will not be a record of participants' suggestions, hence the tendency of organisers forgetting about these suggestions. At the end of the 29th March orientation programme no participant was given the opportunity to assess the programme as observed by the investigator.

We were told that for lack of time we cannot assess what transpired at the orientation programme. The organisers said what they could only do was to allow two or three comments or suggestions from participants (NTT 03).



4.3 Organisation of Orientation Programmes in Yendi Municipality

The research question two was How is orientation programmes organised in the Yendi Municipality? Issues investigated were the following: needs assessment, selection of facilitators and regular and punctual organisation of orientation programmes.

4.3.1 Conducting of Needs Assessment

For every professional training officer, needs assessment provides the bases for the organisation and conducting of any training programme. It is against this back drop that the investigator questioned participants to find out whether or not organisers conducted needs assessments before the organisation of orientation programmes.

Table 4.18 Needs Assessment

	Frequency	Percent
Disagree	52	52.0
Agree	40	40.0
Don't Know	8	8.0
Total	100	100.0

Table 4.18 has revealed that 52% respondents disagree that organisers of orientation programmes conducted needs assessment on head teachers and trained teachers. The implication therefore is that organisers of orientation programmes did not always conduct needs assessment on head teachers and newly trained teachers. This makes it impossible to be able to organise a programme that will be able to cater for the needs of newly trained teachers.



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Needs assessment provides the bases for the organisation and conducting of any training programme. It is against this back drop that the investigator questioned participants to find out whether or not organisers do conduct needs assessments before the organisation of orientation programmes. Needs assessment can be seen as the systematic study of a problem or innovation, incorporating data and opinions from varied sources in order to make effective decisions or recommendations about what should be done or happen next (Allison, 1987). Allison is of the view that we can only take decisions as to whether to organise these programmes or not only when we are pre informed by what they (trainees) can or cannot do. Furthermore the target group will need to pre-inform organisers as to what is needed to be treated at the programme.

Rae (2003) enumerated a number of benefits associated with the conducting of needs assessment before the organisation of orientation programmes. Rae (2003) stated that needs assessment does the following to enhance the effectiveness of an orientation programme;

1. It pinpoints the problem(s) and suggests the best ways to solve it. In this respect it can be used as a problem solving technique and consequently can be applied to general work situations which are not operating effectively, and where the reasons are not evident.
2. It identifies the size of the problem. A number of 'problems' when investigated are so insignificant or have such little effect on work that they are seen to be hardly problems at all, or their solutions requires minimum action.



3. It identifies the [scale of the need](http://www.udsspace.uds.edu.gh). It will identify whether the problem is an isolated one, or is a more universal need requiring a much larger solution efforts, whether this is training or non-training.
4. It indicates the type of solution. Once the extent, size and nature of the problem have been identified and analysed, appropriate solutions.
5. It provides training objectives-a specific statement and outline of the content of the training programme (Rae, 2003).

The investigation revealed that facilitators are mostly selected from the Municipal Education Office. At the 2016 orientation programme resource persons were the regional GNAT secretary, the Yendi senior high school headmaster, deputy director in charge of human resource and the Bimbilla GNAT secretary.

The investigator discovered that orientation programmes are not always organised every year for newly trained teachers. it is also not always organised at the beginning of the year. The benefits of orientation are clear and visible to both the new employee and the organisation, says Jean Barbazette of The Training Clinic. The organisation benefits from such factors as reduced turnover or improved productivity as a few of the benefits of a systematic orientation. Employees benefit from feeling valued and "fitting in" to the new job more easily and quickly. And, she says, fewer mistakes are made by the new employees who are more relaxed. For these and many other reasons the municipality need to organise orientation programme for newly trained teachers every year.

Respondents disclosed that they are not always given the opportunity to evaluate orientation programmes. Rae (2003) states that evaluation appears to be firmly anchored in people's minds as being restricted to the training and



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development process only. In practical and relevant terms training programmes are evaluated for two main reasons;

- To ensure that the training is achieving its objectives
- To improve the effectiveness of our training programmes (Rae, 2003)

The absence of much ‘real’ evaluation in training and development was identified by the training and development was identified by the training and development NVQ (National Vocation Qualification) lead body when TD (Training and Development) competences were being investigated. In spite of the low level of practice, the TDLB (Training and Development Lead Body) realised its importance and it immediately became a significant part of the training and development NVQ (National Vocation Qualification) competence standards. Whether or not you subscribe to the value of NVQs, competences relate directly to effective job performance and the consequences of not evaluating can be serious and far-reaching. These consequences include:

- Valid responses to challenges about your training and development programmes are not possible
- Senior sponsors and clients have no concrete evidence or even awareness of your success
- The success of the training design is very difficult to assess
- Achievement of the overall training programme are difficult to assess
- Learner reactions are not assessable
- Trainer self-assessment is not possible in an objective manner (Rae, 2003)



In view of the objectives and consequences one can only state that organisers in the municipality must always do well to evaluate orientation programmes.

Table 4.19 People on Whom Needs Assessments Are Conducted

	Frequency	Percent
Newly Trained Teachers	33	33.0
Head Teachers	4	4.0
Both	4	4.0
Other	1	1.0
Total	42	42.0
Missing System	58	58.0
Total	100	100.0

For those respondents who said needs assessments are conducted, statistics in table 4.19 indicated it is mostly conducted for trained teachers. A respondent had this to say when he was asked as to whether needs assessment is conducted before the organisation of orientation programmes.

Organisers only came and informed teachers that the next coming week they were to have an orientation at a specified location which is a school facility. Some of us were informed on the very week that we were to have the orientation programme. The information was given to our head teachers to deliver to us. A part from this we did not know anything about this orientation and what it entails. So I will state that to the best of my knowledge needs assessment was not conducted on anybody before the organisation of the orientation programme that we attended (TT 04).



4.3.2 Selection of Facilitators

Table 4.20 Selection of Facilitators

	Frequency	Percent
From The Municipal Education Office	90	90.0
From Basic Schools	4	4.0
From Second Cycle Schools	2	2.0
From Other Department	2	2.0
Don't Know	2	2.0
Total	100	100.0

In response to the source of facilitators, 90% of respondents stated that facilitators were selected from the Municipal Education Office. At the 2016 orientation programme resource persons were the regional GNAT secretary, the Yendi senior high school headmaster, deputy director in charge of human resource and the Bimbilla GNAT secretary. These facilitators were only picked because there were seen as senior officers. Their expertise was not considered. That was a mistake. Sarpong – Nyavor (2012) stated that facilitation goes a long way in influencing the effectiveness of an orientation programme owing to the differences among the employees, the facilitators, topics and environment. The leading activity is talks by resource persons. She insisted that talks by resource person who were invariably experts in the specific areas of study or management personnel in the units/department concerned served as the foremost technique/medium/activity owing partly to the nature of topics treated at the programmes. It therefore required the expertise of professional and seasoned facilitators to maximize learning.



4.3.3 Regularity of Orientation Programmes

The importance of orientation programme cannot be over emphasised. For this reason the researcher investigated into the question of whether the programme was organised regularly and punctually.

Table 4.21 Regular Organisation of Orientation

	Frequency	Percent
Yes	28	28.0
No	60	60.0
Don't Know	12	12.0
Total	100	100.0

60% of the respondents revealed that orientation programmes were not organised every year for newly trained teachers. This proved that the programme was not regularly organised. Richards (2016) identified three broad benefits of orientation programmes. He stated that employee orientation benefits the organisation by providing an opportunity to introduce employees to the fundamentals of the company and their jobs from an administrative standpoint. Another benefit he identified was fewer mistakes, faster productivity. According to him the next benefit of orientation programmes is the ability for the organisation to acclimate the new employee to the culture of the organisation. For these benefits that he identified it is always important that the programme be organised every year.



4.3.4 Timeliness in the Organisation of Orientation Programmes

Table 4.22 Timely Organisation of Trainings

	Frequency	Percent
At the beginning of the year	41	41.0
At the middle of the year	49	49.0
At the end of the year	10	10.0
Total	100	100.0

Table 4.22 revealed that sometimes it is organised either in the middle or at the tail end of the academic year. By this time newly trained teachers should have been at their stations for close to one year. On the 29th of March 2016, a one day orientation programme was organised for the 2014 and 2015 year groups. The 2014 year group had to join the orientation because it was not organised for them the previous year. This of course is an indication that orientation programmes are not organised every year for newly trained teachers. Wanous (1992) in answering the question of when orientation programmes should be organised stated that it should be organised at the first day and up to the first week after entry.

4.3.5 Follow ups on Orientation Programmes

Table 4.23 Follow Ups on Orientation Programmes

	Frequency	Percent
Do Not Make A Follow Up	63	63.0
Sometimes Make A Follow Up	30	30.0
Always Make A Follow Up	6	6.0
Total	99	99.0



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A question was also put to respondents as to whether organisers do make a follow up after orientation programmes to find out whether the programme has been successful or not.

Sixty-three (63%) of respondents stated that organisers do not make a follow up to find out whether or not participants are putting what they have learnt into practice. So there is no way of measuring the success of orientation programmes.

4.4 Impact of Orientation Programmes on Teacher Performance as well as their Retention

The research question three intended to investigate impact of orientation programmes on teachers' performance in Yendi Municipality. It evaluated orientation programmes to find out whether or not it has an impact on teacher retention as well as their performance in the classroom. The following themes emerged from the data:

4.4.1 Impact of Orientation Programmes on Teacher Performance

Table 4.24 Impact of Orientation Programmes on Teacher Performance

	Frequency	Percent
Yes	69	69.0
No	31	31.0
Total	100	100.0

Sixty-nine (69%) of the respondents stated that orientation programme had an impact on their performance in their various schools. When asked about how it has contributed to their performance they stated a number of ways amongst which included:



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- It enhanced their strategies and methodologies
- It enhanced the preparation and appropriate use of teaching and learning materials
- It prepared teachers to adopt to challenging situations
- It sharpened teachers knowledge and skills in classroom management
- It helped in the handling of pupils with learning disabilities
- It enabled teachers to have a practical demonstration of what they were taught in college
- New ideas that could not have otherwise been learnt at college is learned at orientation programmes
- It contributed to better assessment of pupils in the schools
- It made the teacher responsive to pupils needs in the classroom
- It threw more light on how to handle difficult topics

An informant categorically made this statement in an interview with the supervisor:

Orientation programme has not contributed to my performance as a teacher in any way. I really cannot remember learning anything relating to my work in the classroom. Come to think of it if we were at least given some documents it would have been a reminder so that we can always refresh our memories with that document (NTT 07).



4.4.2 Impact of Orientation Programmes on Teacher Retention

Table 4.25 Impact of Orientation Programmes on Teacher Retention

Response	Frequency	Percent
Yes	29	29.0
No	71	71.0
Total	100	100.0

Finally, on teacher retention, 71 (71%) of the respondents are of the view that the programme has not done much to retain teachers in the service. 21 (21%) respondents are of the view that orientation programmes have contributed to teacher retention. In response to the question of how the programme has contributed to teacher retention, respondents stated the following:

- It spelled out the motivations available to teachers in Ghana Education Service.
- Teachers are well informed about the conditions of service of the Ghana Education Service and this kind of motivates them to stay in the service
- It alleviated fears that could otherwise have driven teachers out of the service
- Through these orientation programmes teachers build confidence in the job.
- Teachers appreciated the job of the teaching profession
- It has helped teachers to plan financially since they are aware of their salary levels.

A respondent stated that even though there is teacher retention in the department he cannot attribute it to orientation programmes. Rather it is as a result



of some other factors. www.udsspace.uds.edu.gh An informant who attended orientation programme stated this regarding teacher retention:

Orientation programmes have not contributed to teacher retention.

Considering how participants were treated at the programme, this will not motivate anybody to remain in the service. For teachers to come for their first training in the department only to be given GH¢ 6.00 as transportation allowance is not good enough (TT 01).

4.4.3 Impact of Orientation Programmes on Teachers Professional Conduct

Table 4.26 Impact of Orientation Programmes on Professional Conduct

	Frequency	Percent
Yes	64	64.0
No	36	36.0
Total	100	100.0

Again, information gathered on the programmes impact on professional conduct revealed different opinions on the issue. Sixty-four (64%) of respondents answered in the affirmative, their reasons been that;

- It has familiarized teachers with the code of professional conduct
- It contributed in moulding teachers' social life in schools.
- It led to teacher punctuality and regularity
- It helped in maintaining professional discipline
- It instilled confidence and morality in teachers as they get to the classroom.
- Teachers are made to understand that their relationship with pupils should be purely professional



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- It opened teachers up for ethics of the profession and the procedures in grievance resolution
- It made teachers serve as role models in the schools by living exemplary lives
- It led to dedication and job commitment
- Teachers are well informed of the need for secrecy in the service
- It improved teacher-pupil relationship.
- It revealed the need for constant training and development of the teacher, thereby encouraging them to always update their knowledge.

But 36 (36%) think that it has not done anything to mould teachers' professional conduct. For this group of people professional code of conduct was not properly treated at orientation programmes.



SUMMARY CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The objectives of the investigation include the experience of newly trained teachers on orientation programmes, the organisation of orientation programmes and the impact of orientation programmes on teachers' performance and retention. In chapter four certain findings were made by the researcher. Amongst the areas covered were places where orientation programmes are normally held, how facilitators are selected, conducting of needs assessment, provision of traveling allowance, evaluation of orientation programmes and the impact of the programme on teachers' performance. In this chapter, these findings are discussed, summarised and conclusions made based on the results. The researcher made his conclusions based on the findings. After that a number of recommendations are then put forward for the full realisation of the programmes objectives in the near future.

5.1 Summary

Information gathered from teachers, head teachers and assistant head teachers are summarised under this section. Summaries are categorised based on the objectives of the investigation. Findings on teachers' experience on orientation programmes are summarised in one section, findings on the organisation of orientation programmes in another section and findings on the evaluation of orientation programmes in a different section.



5.1.1 Summary on the Findings on Teachers Experience on Orientation Programmes

Orientation programmes are not always conducted at conducive places in terms of the following facilities lighting, ventilation space, furniture, urinary and toilet. Participants are sometimes given transportation allowance which is not enough. The method of delivery is mostly the lecture method. Facilitators do not always use TLMs in their presentations. Participants involvement in sessions is verbal interaction.

5.1.2 Summary on the Findings on the Organisation of Orientation Programme

Organisers of orientation programmes in the Municipal Education Office do not always conduct needs assessment on the newly trained teachers and their head teachers before organising orientation programmes. Secondly, facilitators are mostly picked from the Municipal Education Office and participants are mostly not involved in facilitators' presentation.

Thirdly, orientation programmes are not regularly and timely organised.

5.1.3 Summary on the Findings on Evaluation of Orientation Programme

The research work has revealed that participants and head teachers are not always given the opportunity to evaluate orientation programmes. Also, teachers professional conduct, competency level and retention in the service are not much influenced positively by the programme.

5.2 Conclusions

From the analysis of the information gathered on the research work, a number of issues are deduced on the organisation and conducting of orientation-



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trainings in the municipality which do not conform to the best practices in training.

5.2.1 Conclusion on Teachers' Experience of Orientation Programmes

First and foremost, the investigator has gathered that the venues for orientation programmes are not always conducive. Orientation-trainings are mostly organised at a poorly ventilated classrooms with dwarf dual desks to sit on. In a situation where participants in an orientation-training are put in an uncomfortable place like the classroom their concentration is affected. And sometimes this prompts unnecessary movement in orientation programme sessions. It can also result in truancy and absenteeism at the orientation-trainings. at other times to when there is no place of convenience it can result to unnecessary and prolonged movement of participants. Ultimately, the objectives of the orientation-trainings may not be achieved.

Secondly, transportation allowance is not given to participants all the time. And when there is a decision to give them the allowance, an amount that cannot support their travelling allowance is given to them. This demoralizes participants since they are already financially weak.

Thirdly, the lecture method is the dominant method at the programme. It is the most widely used at presentations. Facilitators are most of the time lecturing instead of training newly trained teachers. In an orientation programme where the lecture method is the dominant method then participants are going to end up getting bored. When this happens there will be unnecessary movement and noise. This will as a result of the fact that the human being is gregarious in nature. He/she will always want to be engaged in an activity so as to discover things for



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himself/herself. In a situation where he/she is not being engaged then he/she will definitely find something to do.

Also, facilitators do not always use TLMs in their presentations. This way of delivery makes the topic for discussion abstract. There are few times that some facilitators do use these materials and it is noted that on those few times the TLMs were mostly in-adequate and in-appropriate. The failure of facilitators to always use concrete materials in their presentations will not give participants the opportunity to practice what they are trained on. In a learning situation it is always appropriate to appeal to all the senses. This is exactly what concrete materials do, they appeal to as many senses as possible

Furthermore, participants are not always involved in the session's delivery. Most facilitators do not engage participants in any activity. Participants will in this case not apprehend whatever that is taught at orientation programme. They will not have the opportunity to practice.

Finally on participants' experience, the investigation has revealed that orientation programmes are mostly supervised by the Municipal education Directorate and that participants are not always given the opportunity to comment on their welfare.

5.2.2 Conclusion on the Organisation of Orientation Programme

Firstly, organisers of orientation trainings in the Municipal Education Office do not always conduct needs assessment on the newly trained teachers and their head teachers before organising orientation trainings. This may result in a situation where the Municipality will organise orientation trainings for newly trained teachers without adding vital topics. Sometimes the orientation training ends up treating unnecessary topics with participants at the programme.



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Secondly, facilitators are picked based on rank or position. These are mostly what qualify people to facilitate at orientation programmes. When this happens such people do not have any professional competency on training and so they end up teaching instead of training the newly trained teachers. Some of these facilitators may have also left the classroom for the office for a long time and will not have an up to date knowledge on the practices in the schools. Such people cannot be the masters of the subject when they are made to facilitate in orientation-training for newly trained teachers.

Thirdly, the information gathered from the investigation indicated that orientation-trainings are not timely and regularly organised. This habit makes it impossible for the Municipality to achieve the goals for which these orientation-trainings are organised. For instance, when orientation-trainings are organised late for newly trained teachers they might have already committed blunders at the work place. As for the year groups who do not have orientation programmes organised for them, they will have a lot of difficulties fitting and working well at their various stations.

5.2.3 Conclusion on the Evaluation of Orientation Programmes

The research work has revealed that participants are not always given the opportunity to evaluate orientation-trainings. This implies that organisers do not have any means of improving upon the way they organise and conduct orientation programmes as they don't give participants the opportunity to evaluate orientation programmes. Organisers of the programme will not know what participants liked or do not like about orientation programme. They will not also be able to tell how participants feel about presentations and many other things concerning the orientation programme.



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Again, training officers do not always make a follow-up to schools to assess the impact of orientation programmes. Failure of organisers to make these follow ups leaves the programme incomplete. Once again it will be difficult to tell whether programme objectives are achieved or not.

To sum things up, most respondents are of the view that orientation programmes are not doing much to help them when it comes to performance on the job, professional competency and teacher retention.

5.3 Recommendations

5.3.1 Recommendations on the Organisation of Orientation Programme

Findings from this research work point to the fact that a number of standard practices and procedures are not properly followed before the organisation and conducting of orientation programmes in the Municipality. The identified practices and procedures are as follows;

First and foremost, needs assessment are not conducted before the organisation of orientation-trainings. But scholars have stated a number of reasons why needs assessment need to be conducted before the organisation of a training programme.

Considering these benefits that are attributed to needs assessment I will suggest that the Municipal Education Directorate should conduct sensitisation training for the organising committee of orientation programmes in the Municipality. This is to sensitise organisers and training officers on a number of issues. Some of these issues include the need to always conduct needs assessment before the organisation of every orientation programme. Organisers and trainers should be taken through a number of scenarios to get them to appreciate the need for conducting needs assessments. This sensitisation should be based on principles of training where the importance of conducting needs assessment explicitly



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demonstrated to training officers, so as to see the need for that activity in the organisation of orientation programme. It must be emphasised that facilitators should be involved in conducting needs assessment on newly train teachers, head teachers and assistant head teachers so as to make them have firsthand information on the topics to be treated and the nature and depth of the skill gap.

Information gathered from the research work also indicated a number of things with regard to the selection of facilitators. It has indicated that facilitators are selected mostly from the office and some teachers from the senior high schools. But then scholars have also indicated that facilitators are one of the environmental factors in a training programme that can inhibit learning at a training programme. When an unskilled trainer is allocated to a training programme, he/she might use methods and techniques that are not effective for training adults. Of course such trainer may not have gained sufficient experience to have extensive training toolkit. There are also some trainers who lack practice in presentation (Rae, 2003). So therefore, organisers of orientation programmes in the Municipality need to select facilitators that will act as catalyst to learning in an orientation programme rather than a barrier to learning. Organisers can rectify this remedy by selecting facilitators with the following qualities;

1. They must have a background knowledge on andragogy
2. Have some presentation skills
3. Must have a laudable voice
4. Have an in-depth knowledge of the subject matter
5. Must have the requisite qualification needed to handle the subject matter
6. Have a sense of humor



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Another revelation of the research work is the fact that these orientation programmes are not regularly and timely organised. But the importance of orientation programmes cannot be over emphasized in our organisations. For instance;

- It can prevent unnecessary mistakes, breakages and for that matter wastages.
- It builds employees confidence.
- It makes an employee to develop a sense of belongingness.
- It makes the job objectives clear in the mind of the newly trained teacher.
- It improves the social life of the newly trained teacher since he/she will taking through procedures in handling conflict at the work place. This will make newly trained teachers to have cordial relationship with their colleagues at the work place.

In this regard the training officers in the Municipal Education Office need to always organise orientation programmes for newly trained teachers at the right time.

Finally, the organising committee should always organise and conduct orientation programmes at conducive places where electricity, furniture, urinary and toilet facility are available. The place should also be spacious and well ventilated devoid of noise.

5.3.2 Recommendations on the Conducting of Orientation Programme

At a programme such as an orientation programme for adults, it will be very useful and fruitful for facilitators to use group work more often. In using group work it will enhance the achievement of the programmes objectives in a number of ways





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First participants are given the opportunity to learn from one another. That is most people learn very fast and well when they are with the peers. Secondly group work gives everybody the opportunity to practice. In this case everybody gets the chance to manipulate and learn something.

Thirdly, people get to socialize with one another when they are put in groups. They begin to pick friends from that point. Many of them become lifetime companions. Group work also makes the introverts to open up and contribute to class discussion. Since participants will be put in groups which are in small numbers. Introverts who are mostly shy because of large numbers will find it convenient when they are put in groups.

Finally, group work makes use of competitions to involve all participants in the activities at orientation programmes. When participants are put into groups to work, they see themselves attached to those groups. They will then do all their best to see the group emerge as victorious. This sort of attitude is very good for a learning environment. Therefore group the importance of group work cannot be over emphasise.

Facilitators can group participants in a number of ways depending on what the facilitator intends to achieve. We may have ability groupings, mixed ability groupings, interest grouping, sex grouping etc. in a situation where there are participants who are introverts, that is they will not talk in whole group discussion, then the facilitator needs to use the ability grouping in other words box them up in one group. Also, in a situation where the topic for discussion has to do with sex naturally the females will not contribute if they are put in the mist of males. In this case sex grouping will be appropriate for that session. Then we can

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also have mixed ability grouping when we want participants to learn from one another at session.

Regarding presentation, facilitators need to use concrete materials more often in other that they can properly take participants through the activities that they want them to perform. The usage of concrete materials is very important in the sense that it brings about the following:

- It appeals to many senses
- It gives practical demonstration of an activity
- Participants get satisfaction for accomplishing a task. It is therefore a source of motivation
- It creates a virtual classroom or work place for participants

So because of these and many other reasons, facilitators should always use concrete materials. Again talking about TLMs, if these materials are not appropriate or adequate a number of things are likely to happen: Participants who do not have access to TLMs may not concentrate on the session. Also it may not convey the right message. Therefore once again the TLMs must be adequate and appropriate.

5.3.3 Recommendations on the Evaluation of Orientation Programme

Also, follow ups are not made to assess orientation programme. But then after conducting an orientation programme, trainers need to make a follow up to find out a number of things;

- How trainees felt about the programme
- Whether objectives were achieved
- Whether the ideas, skills, knowledge and attitudes are transferable to the jobs



- How these skills, www.udsspace.uds.edu.gh knowledge, ideas and attitudes affect the job (Holcomb, 2012).

So therefore I will suggest that training officers will make a follow up after every orientation programme.

Last but not the least this investigation has revealed that participants are not always given the opportunity to evaluate the orientation programmes. Scholars on the other hand have indicated that evaluation is too important to be skipped in a training programme. They have argued that evaluation at the end of a training session can be used as the evidence of the success or otherwise of the orientation programme. This success is not a measure only of an enjoyable training course that has achieved its objectives. Training is the process of changing people to a more effective state so that the business aspects of the organisation are improved. Evaluation is the process of measuring this change and achievement from the start of the training process to its final and continued successful application in the workplace. We evaluate trainings because of two main reasons;

1. To ensure that the training is achieving its objectives
2. To improve the effectiveness of our training programmes

I will therefore recommend that training officers always give participants the opportunity to evaluate orientation programmes. This will help organisers of the programme to be able to improve the effectiveness of subsequent orientation programmes. Facilitators too will be able to assess themselves to find out how effective and efficient their presentations were. Achievement of orientation objectives can also be assessed through the participants. Participants should also be given the opportunity to comment on their welfare so as to boost their morale and put in all their efforts. All these recommendations made by the investigator



will lead to positive impact on teachers performance at the work place, teachers professional conduct and teacher retention in the Ghana Education Service.

5.4 Chapter Summary

The chapter started with the work summary where findings on the organisation, conducting and evaluating of orientation programmes are summarised. This is followed by conclusions on the organisation, conducting and evaluating of orientation programme. The investigator then proceeded to put some recommendations forward.

Regarding the organisation of orientation programme the investigator concluded that failure by organisers to conduct needs assessment before the organisation of orientation programmes will always contribute to an unsuccessful orientation programmes.

Furthermore conducting orientation programmes at places which are not always ventilated and are without toilet and urinary will also contribute to an unsuccessful orientation programme. This will make it impossible to realise the programmes objectives.

Finally, teachers do not really realise the impact of orientation programmes on their performance at their stations. Teachers do not really think that orientation programmes have helped them much in the performance their duties at their schools.



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Diago, CA: Navy Personnel Research and Development Center.*



Appendix A: Questionnaire

**UNIVERSITY FOR DEVELOPMENT STUDIES EVALUATING
ORIENTATION PROGRAMMES OF NEWLY TRAINED TEACHERS IN
YENDI MUNICIPALITY**

This questionnaire is aimed at finding information on how orientation programmes for newly trained teachers is organised, conducted and evaluated. The questionnaire is divided into four sections-sections A, B, C and D. Section A contains background information, section B involves questions on the organisation of orientation trainings, C asks questions on the conducting of orientation training and section D is concerned with evaluation of orientation programmes.

QUESTIONNAIRE

SECTION A

1. Age 2. Sex
3. Education/Qualification 4. Marital Status
5. Class/Subject taught

SECTION B

For each of these questions circle the response you deemed appropriate.

7. Are teachers and head teachers consulted before the organisation of orientation-
trainings.

- 1= disagree 2= agree 3= don't know

8. If you agree, on which group of people do they conduct the needs assessment?

- 1= newly trained teacher 2= head teachers 3= both

How do training officers get facilitators for orientation programmes?

- 1= from the Municipal Education Office 2= from basic schools 3= from
second cycle schools 4= from other departments 5= don't know



9. In what facilities are the orientation programmes normally conducted?

1= classrooms 2= conference halls 3= workshop

10. a) Circle the appropriate number regarding as to whether each of the following conditions is always available in the facility (venue) or not.

1= not available, 2= available sometimes, 3= always available

Lighting	1	2	3
Ventilation	1	2	3
Furniture	1	2	3
Space	1	2	3
Noise	1	2	3
Urinary	1	2	3
Toilet	1	2	3

10. b) At what times are orientation programmes normally organised?

1= at the beginning of the year 2= at the middle of the year 3= at the end of the year

11. Do participants normally receive transportation allowance when they attend orientation-training?

1=yes 2= no 3= don't know

12. If yes, is the transportation allowance always enough? Circle the appropriate number

1= yes 2= no

SECTION C



13. Circle the appropriate number regarding methodologies used at orientation programmes

1= not used, 2=sometimes used, 3 = mostly used, 4=always used

Lecture	1	2	3	4
Discussion	1	2	3	4
Brainstorming	1	2	3	4
Group work	1	2	3	4
Role play	1	2	3	4
Drama	1	2	3	4
Game	1	2	3	4

14. Circle the categories of TLMs regarding their usage at orientation programmes.

1= not used, 2=sometimes used, 3 = mostly used, 4=always used

Concrete materials	1	2	3	4
Semi-concrete materials	1	2	3	4

15. Are the TLMs always appropriate and adequate?

1= not appropriate and adequate

2=adequate but not

appropriate

3= appropriate but not adequate

4=

adequate and appropriate,

16. Rate participants' involvement in training sessions.

1= not involved

2=sometimes involved

3= always

involved



17. Are the training sessions supervised and monitored by any authority?

Thick.

1= Yes

2= No

SECTION D

18. Are participants given the opportunity to evaluate orientation programmes?.

1= do not evaluate

2= sometimes evaluate

3= always

evaluate

19. If participants always or sometimes evaluate orientation programmes, how do they do the evaluations?

1= verbal assessment

2= written assessment

20. Do training officers make a follow up after orientation programmes?

1= do not make a follow up, 2= sometimes make a follow up, 3= always make a follow up

21. Are participants given the opportunity to comment on their welfare at the orientation programmes? Thick.

1= Yes

2= No

22. Has the orientation programmes contributed positively to your performance in the classroom as a teacher?

1= Yes

2= No

23. If yes, state how it has contributed positively to your performance in the classroom as a teacher?

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24. Has the orientation programmes contributed in any way in moulding your professional conduct?

1= Yes

2= No

25. If yes, state how it has contributed in moulding your professional conduct?

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26. Has orientation programme in any way contributed to teacher retention in the municipality?

1= Yes

2= No

27. If yes, state how it has contributed to teacher retention.

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**UNIVERSITY FOR DEVELOPMENT STUDIESEVALUATING
ORIENTATION PROGRAMMES OF NEWLY TRAINED TEACHERS IN
YENDI MUNICIPALITY**

The interview guide is aimed at finding information on how orientation programmes for newly trained teachers is organised, conducted and evaluated. The guide is divided into four sections-sections A, B, C and D. Section A contains background information, section B involves questions on the organisation of orientation programmes, C asks questions on the conducting of orientation programmes and section D is concerned with evaluation of orientation programmes.

INTERVIEW GUIDE

SECTION A

1. Age
2. Sex
3. Education/Qualification
4. Marital Status
5. Class/Subject taught

SECTION B

6. In what facility did you have your orientation programme if you have ever attended one?

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www.udsspace.uds.edu.gh

7. How will you describe the furniture on which you sat for the programme?

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8. How will you describe the facilities like urinary and toilet facility at the venue?

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9. How do organisers conduct needs assessment before the organisation of orientation programmes?

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SECTION C

10. What are the effects of facilitators lecturing throughout an orientation programme?

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11. How often was brainstorming used as a method of delivery at the orientation programme?

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12. How were groups formed at the orientation programme if it was used as a delivery method

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13. Why is the lecture method frequently used at orientation programmes?

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14. What are the different concrete materials that are used at the programme?

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15. What was the ratio of TLM to a participant at the orientation programme?

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16. Who were the resource persons at the orientation programmes?

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SECTION D

17. How is orientation programmes evaluated?

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18. How has orientation programmes contributed to the success or otherwise of your performance in the in the classroom?

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19. How has orientation programme contributed in moulding your professional conduct?

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20. How has orientation programme contributed to teacher retention in the Municipality?

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UNIVERSITY FOR DEVELOPMENT STUDIES

EVALUATING ORIENTATION PROGRAMMES FOR NEWLY TRAINED TEACHERS IN YENDI MUNICIPALITY

The observation check list is aimed at gathering information on activities at an orientation programme for newly trained teachers in Yendi Municipality.

OBSERVATION CHECK LIST

1. Facility in which orientation programme is conducted.

1= classroom 2= conference hall

2. Condition at the Venue. 1= not available, 2= available

Lighting	1	2
Ventilation	1	2
Furniture	1	2
Space	1	2
Noise	1	2
Urinary	1	2
Toilet	1	2

3. Time that orientation programme is organised.

1= at the beginning of the year 2= at the middle of the year 3= at the end of the year

4. Provision of transportation allowance.

1=yes 2= no

5. How much is the transportation allowance?

.....

6. Methodologies used at orientation programmes

1= not used, 2= used

Lecture	1	2
Discussion	1	2
Brainstorming	1	2
Group work	1	2
Role play	1	2
Drama	1	2
Game	1	2

7. Facilitators



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8. Categories of TLMs.

1= not used, 2= used

Concrete materials	1	2
Semi-concrete materials	1	2

9. Are the TLMs appropriate and adequate?

1= not appropriate and adequate

2=adequate but not appropriate

3= appropriate but not adequate

4= adequate and appropriate,

10. Participants' involvement in training sessions.

1= not involved

2= involved

11. Are the training sessions supervised and monitored by any authority?

1= Yes

2= No

12. Are participants given the opportunity to evaluate orientation programme?

1= do not evaluate

2= evaluate

13. If participants evaluated orientation programme, how did they evaluate?

1= verbal assessment

2= written assessment

14. Are participants given the opportunity to comment on their welfare at the orientation programme?

1= Yes

2= No



Appendix D: Ethical Evaluation Clearance Letter

UNIVERSITY FOR DEVELOPMENT STUDIES

FACULTY OF EDUCATION
NAVRONGO CAMPUS

Tel: 0382122338
Internet: www.uds.edu.gh
Our Ref:
Your Ref:



P.O. Box 24
Navrongo, Ghana

**ETHICAL EVALUATION CLEARANCE LETTER FOR 2015/2016 ACADEMIC
YEAR RESEARCH WORK**

NAME OF STUDENT: ALIU MURTALA MOHAMMED

ID OF STUDENT: UDS/MTD/0038/14

DEPARTMENT: EDUCATIONAL FOUNDATIONS STUDIES

TITLE OF THESIS

**EVALUATING ORIENTATION PROGRAMMES FOR NEWLY TRAINED
TEACHERS IN YENDI MUNICIPALITY**

ALIU MURTALA MOHAMMED (UDS/MTD/0038/14) has effectively and satisfactorily adhered the ethical procedures and standards on research ethics of University for Development Studies (UDS), Faculty of Education (FOE), Graduate School and those of relevant institutions in Ghana and elsewhere and has made provisions that adequately addressed all ethical concerns of his research work.

Signature: .....

Date: 03/05/2016

DR. MOSES A. ABUKARI

(Coordinator, Research and Project Work Unit)

(Faculty of Education)

UNIVERSITY FOR DEVELOPMENT STUDIES



Appendix E: Permission Letter

T. I Ahmadiyya Junior High School

Post Office Box 7,

Yendi.

25th April, 2016.

The Municipal Director

Ghana Education Service

Yendi

Dear sir,

**REQUEST FOR PERMISSION TO CONDUCT A RESEARCH ON
ORIENTATION PROGRAMMES FOR NEWLY TRAINED TEACHERS
(ALIU MURTALA MOHAMMED REGISTERED NUMBER: 4646/99,
STAFF ID NUMBER: 237849)**

I Aliu Murtala Mohammed, a teacher in the Municipality wish to request for permission to conduct a research on the organisation and conducting of orientation programmes in the municipality. I am currently pursuing an MPhil programme which demands that I conduct a research in my field of study which is training and development.

I would therefore be very grateful if you could grant me permission to take information from teachers and officers of the Municipal Education Office regarding the organisation of orientation programmes in the Municipality.

Attached to this letter is a copy of my admission letter from the university.

Thank you.

Yours faithfully



Aliu Murtala Mohammed

(0246622842)



GHANA EDUCATION SERVICE

*In case of reply the
Number and date of this
Letter should be quoted.*



Municipal Education Directorate
P.O. Box 7
Yendi, N/R

Our Ref No: GES/NR/YM/PP.7/VOL.

21st July, 2016

ACCEPTANCE LETTER

NAME: ALIU MUTALA MOHAMMED

STAFF NO: 237849 - REGD NO.: 4646/99

RANK P/S

Following the request wrote to the Municipal Director to conduct a research on the organization and conduct orientation programs in the Municipality, on teachers and officers. I wish to tell you it has been accepted.

You are permitted to conduct the activity in the Municipality but any information given is just for academic purposes.



NELSON ABORIGIA
MUNICIPAL DIRECTOR

MR ALIU MUTALA MOHAMMED
T.I.L. AHMADIYA J H S
YENDI

